

**AN ERROR ANALYSIS OF USING PREPOSITION IN WRITING NARRATIVE  
TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SENIOR  
HIGH SCHOOL 1 SEPULUH AGUNG IN THE ACADEMIC YEAR OF  
2017/2018**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirements for S-1 Degree

**By**

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**2018**

## **ABSTRACT**

### **AN ERROR ANALYSIS OF USING PREPOSITION IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 SEPUTIH AGUNG IN ACADEMIC YEAR OF 2017/2018**

Educational research especially in English writing is still highly being debated and explored since it is absolutely necessary to improve the quality of the students writing and academic writing in the modern era. This research was aimed to reveal the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

This research used descriptive qualitative method in analyzing the data. It has been conducted in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018. The research participants were taken using purposive sampling technique which took the class whose students had the lowest score. Based on this technique, class X4 was taken as research participant. The data were taken by using documentation of the students writing and interview. The data were analyzed using data reduction, data display, and conclusion drawing.

The result of the research showed that the students produced four types of error, there are: omission, addition, misformation, and misordering. There were: omission (10 errors), addition (18 errors), misformation (29 errors) and misordering (4 errors). Therefore, it is important for the students to learn more and more especially in the use of preposition. Besides, the teacher should also emphasize more in reducing the possibility of the students errors by providing effective strategies and materials.

**Key word:** qualitative research, descriptive research, recount text





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## DECLARATION

I hereby stated that this thesis entitled “An error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in The Academic Year of 2017/2018” is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.



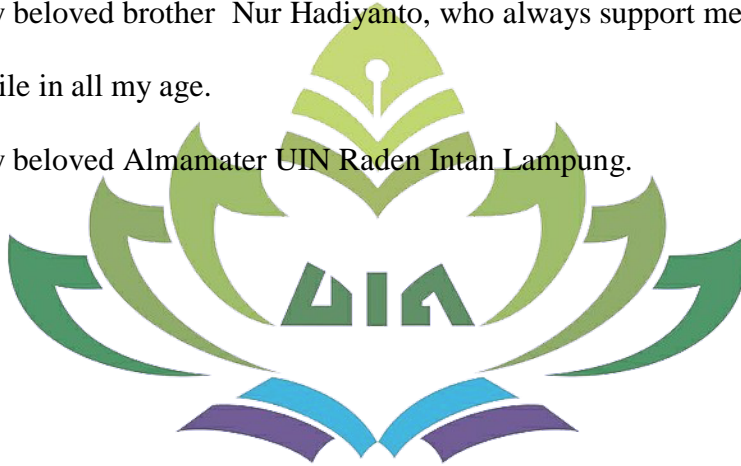
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## DEDICATION

This Thesis is proudly dedicated to:

1. The greatest inspiration and motivation of my life my beloved parents, my father Sulam Arbiyanto and my mother Karsiaten who have given the best inspirations, pray, love and everything for me.
2. My beloved brother Nur Hadiyanto, who always support me and give his nice smile in all my age.
3. My beloved Almamater UIN Raden Intan Lampung.



## MOTTO

قُلْ لَّوْ كَانَ الْبَحْرُ مِدَادًا لِّكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ نُنْفِدَ كَلِمَاتُ رَبِّي  
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

Say: "If the sea were ink for [writing] the words of my Lord, the sea would be exhausted before the words of my Lord were exhausted, even if We brought the like of it as a supplement." (Al – Kahfi: 109)<sup>1</sup>



---

<sup>1</sup>Abdullah Yusuf Ali, the Holy Qur'an Text and Translation, (Milat Book Centre: New Delhi, 2006). P. 1067

## **CURRICULUM VITAE**

Fefi Karalin was born in Endang Rejo, Seputih Agung, Central Lampung on June 12<sup>th</sup>, 1995. Fefi is the first child of the happy couple, Mr. Sulam Arbiyanto and Mrs. Karsiaten. Fefi has a little brother.

Fefi joined elementary school at SD Negeri 1 Endang Rejo, Seputih Agung, Central Lampung in 2002. Having graduated from elementary school in 2007, Fefi went to SMP Negeri 1 Seputih Agung and graduated in 2010. Three years later, Fefi completed her study at SMA Negeri 1 Seputih Agung in 2013. After that Fefi continued at UIN Raden Intan Lampung majoring in English Education Study Program of Tarbiyah and Teacher Training Faculty of Raden Intan State University Lampung. In the seventh semester, Fefi followed the practice of teaching in SMAN 3 Bandar Lampung. After that Fefi became an English tutor for 3 months and continued teaching in DUINA Camp and Course at Perum Korpri, Sukarame, Bandar Lampung.

The Researcher

Fefi Karalin



## ACKNOWLEDGEMENT

Praise to Allah SWT for merciful and blessing that this thesis can be finally completed entitled “An Error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung”. This thesis discussed about the error analysis of using preposition in writing Recount Text. This research is written as a part of the requirement of S-1 Degree in the English Education department UIN Raden Intan Lampung. When finishing this thesis, the researcher has obtained so many helps, assistance, aid, support and many valuable things from various sides.

Therefore, the researcher would sincerely thanks:

1. Prof. Dr. H. Chairul Anwar, M.Pd, The Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairwoman of English education department UIN Raden Intan Lampung.
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Bandar Lampung, November 2018  
The Researcher,

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## **ABSTRACT**

### **AN ERROR ANALYSIS OF USING PREPOSITION IN WRITING RECOUNT TEXT AT THE SECOND SEMESTER OF THE TENTH GRADE OF SENIOR HIGH SCHOOL 1 SEPUTIH AGUNG IN ACADEMIC YEAR OF 2017/2018**

**By**  
**FEFTI KARALIN**

Educational research especially in English writing is still highly being debated and explored since it is absolutely necessary to improve the quality of the students writing and academic writing in the modern era. It is because the difficulty level of teaching writing, although it uses a variety of teaching techniques and methods but still considered a fairly difficult skill by students in English. This research was aimed to reveal the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

This research used descriptive qualitative method in analyzing the data. It has been conducted in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018. The research participants were taken using purposive sampling technique which took the class whose students had the lowest score. Based on this technique, class X4 was taken as research participant. The data were taken by using documentation of the students writing and interview. The data were analyzed using data reduction, data display, and conclusion drawing.

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A thesis entitled: **THE IMPLEMENTATION OF DAILY CONVERSATION METHOD TO IMPROVE STUDENTS' SPEAKING ABILITY AT MA'HAD AL JAM'AH UIN RADEN INTAN LAMPUNG**, by: **Nurmawati, NPM: 1311040284, Study Program: English Education** was tested and defended in the examination session held on: Thursday, April 12<sup>th</sup> 2018.

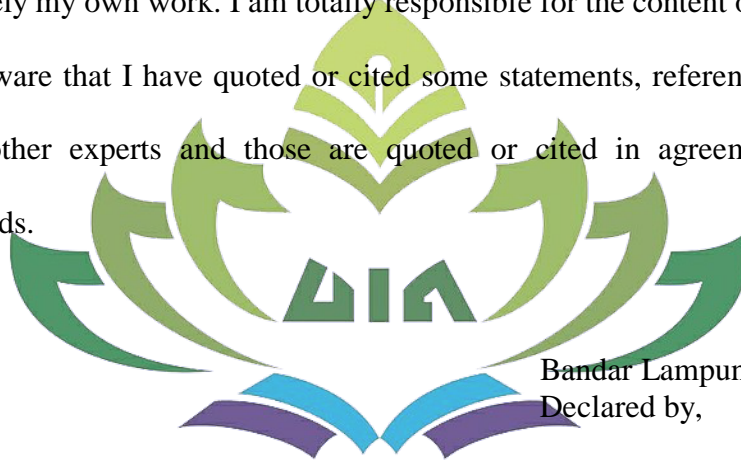
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**DECLARATION**

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Bandar Lampung, August 2018  
Declared by,

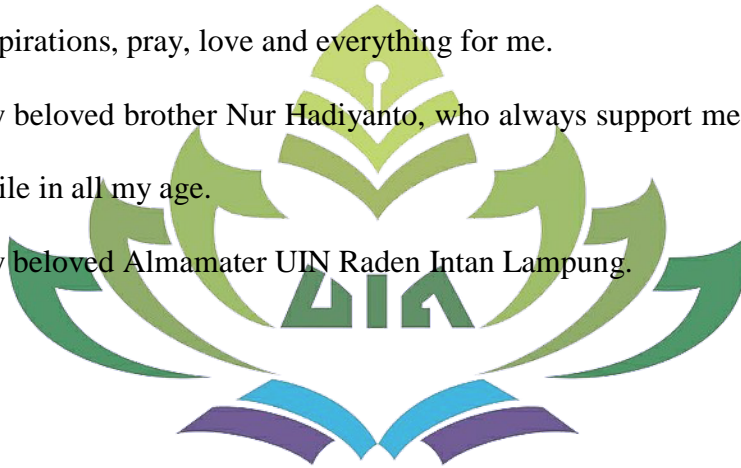
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After 3 years studied English, Fefti followed the field practice experience for 2 months at SMAN 3 Bandar Lampung. After that Fefti tried to become an English private tutor for 8 months. Then, Fefti became a teacher at one of the course institutions in Bandar Lampung, namely DUINA Camp and Course.



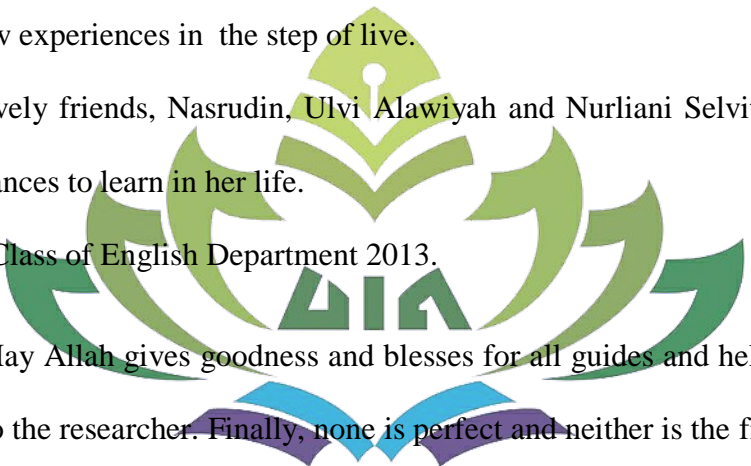
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May Allah gives goodness and blesses for all guides and helps that has been given to the researcher. Finally, none is perfect and neither is the final project. Any corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcomed.

Bandar Lampung, August 2018  
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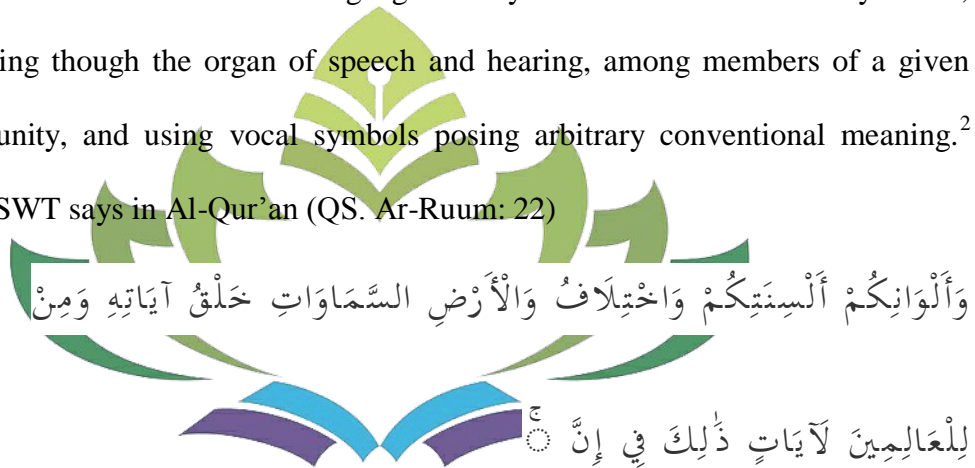


## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is very important for our life. Language is a tool of communication to communicate between one to another. All people need language to communicate. Brown defines language as a system of communication by sound, spreading through the organ of speech and hearing, among members of a given community, and using vocal symbols posing arbitrary conventional meaning.<sup>2</sup>

Allah SWT says in Al-Qur'an (QS. Ar-Ruum: 22)



“And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know.”<sup>3</sup>

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<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice-Hall, 1980), p.77.

<sup>3</sup> Yusuf Ali Abdullah, *The Meaning of The Holy Al-Qur'an*, (Maryland: Amana Publication, 2004), p. 1013.

It means that all of people in this world have different languages as evidence the power of the God. The definition implies that all of people need language to communicate between one to another. They need language to express their ideas, feelings and thoughts.

In the modern world, English has very important role in a nation's development. English is a language that has been widely used to transfer science, technology and art, and to engage human relationships among countries around the world. Therefore, English is important language in the international relationship either formally or informally. Considering that English has a crucial position, the Indonesian Government realizes that the language has to be learnt by the Indonesian people without ignoring the status of the Indonesian language as their own national language.<sup>4</sup>

The importance of learning English to communicate and acquire knowledge cannot be denied. English is considered important to develop technology, art, science, economy, culture and many other subjects. However, to master English is not always easy for everybody. There are many possibilities and consideration which should be taken in order to achieve the best result especially in formal school. According to content standard of English subject in senior high school

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<sup>3</sup> Nugrahenny T. Zacharias. *A Survey of Tertiary Teacher's Belief about English Language Teaching in Indonesia with Regard to the Role of English as a global language*. Thesis. Assumption University of Thailand. 2003. p. 1.



that states the general aims of English for senior high school students are as follows:

1. Developing communication competence of the target language, both orally and in written form. The communication competence includes listening, speaking, reading, and writing
2. Growing up awareness of essence and importance of English as a foreign language to be a main tool of learning
3. Developing comprehension of relationship among languages and cultures, and widening cultural horizon.<sup>5</sup>

It means that learning English in senior high school is emphasized on developing communicative competence and growing up awareness about the importance of English language in order to create understanding between language and culture. According to the content standard of English subject, the scope of English subject includes:

1. Discourse skills, the skills to comprehend or produce oral and written text, that are realized in four languages skills; listening, speaking, reading, and writing in integrated way to reach the informational alliteration level.
2. Comprehension skills and creating some short functional text, monologs, and essay in procedure, descriptive, recount, narrative, report, news item,

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<sup>5</sup>Depdiknas, *Kompetensi Dasar Mata Pelajaran Bahasa Inggris SMA dan MA* (Jakarta: Pusat Kurikulum, Balitbang Depdiknas, 2006), p.14.

analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking forms.

3. Sustaining competence, linguistic competence (using grammatical rules, vocabulary, phonology, and composition rules), socio-cultural competence (using understandable expression and language action in several communication contexts), strategy competence (overcoming problems appearing in the process of communication in several ways to keep running the communication), and competence of discourse building (using the tools of discourse building).<sup>6</sup>

4. Based on the standart above, the students are required to write creativity and accurately in the form of short functional text, monologs, and essay in various types of texts being studied. Therefore, it is important for teacher to give a clear and complete instruction related to these diffirent forms of English writing. The students are also expected to be able to write both formal and non-formal text in different situations.

Writing is one form of embodiment of linguistic competence that is expressed in the form of written language use, in addition to the form of oral language.<sup>7</sup> Writing is an ability that is still difficult to master by the people. In writing activities, the author as a resource does not deal directly with the reader as a target

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<sup>6</sup> Ibid., p. 14.

<sup>7</sup> Pardiyocono, *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V ANDI OFFSET, 2006), p. 9.

information. Therefore, if there is misunderstanding because readers misinterpreting the text, the result could be bad.

Writing as a form of problem-solving in which the researcher is faced with two main tasks: generating ideas and composing these ideas into a written text that meets the needs of a reader and efficiently communicate the author's message.<sup>8</sup> Therefore, the teaching of writing is not only focused on the written product, but how the process of writing it. Harmer states that the writing process is a way of looking at what people do when they compose written text.<sup>9</sup>

Writing skill is very important to be learnt instead of speaking and reading skill. It is true that the writing skill follows speaking and reading, but it does not mean that the writing skill must be neglected until a large amount of oral work either in speech or in reading which has been done. In the other reason Hinkle states, "In academic courses such as history, sociology, business, or natural sciences at both the undergraduate and graduate levels, evaluations of non-native speaking students' academic skills are determined by their performance on traditional product - oriented language tasks - most frequently reading and writing."<sup>10</sup>

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<sup>8</sup> *Ibid*

<sup>9</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman Publish, 1988), p. 3.

<sup>10</sup> Eli Hinkle, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar* (London: New Jersey, 2004), p. 5.

Learning how to write in English is important for many language learners. In Indonesia, writing is the one of four skills as productive skill considered to be one of the difficult lessons especially for students in junior high school. Junior high school students are introduced to Genre or Text Types in learning English as the means of communication and information. Students in junior high school are expected to be able to express meaning in simple transactional and interpersonal written texts in the forms of recounts, narrative, procedure, descriptive, and report in daily life contexts.<sup>11</sup>

Recount text is the form of text that aims at retells some events in previous times; the sentences are usually organized according to time order or chronological order.<sup>12</sup> Many students find difficulties in learning recount paragraph. Students are still confused how to write recount paragraph. One of the difficulties which are faced by students in learning recount paragraph is lack of knowledge of the structure and grammar.

The written language requires the essential element, the vocabulary and the sentence patterns. According to Williams, “Knowledge of grammar does play a role in writing. It provides information about form and function that enables students to study language and how we communicate. Grammar study gives us

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<sup>11</sup>Depdiknas 2006 in Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi Press, 2010), p. 84.

<sup>12</sup>Anderson and Anderson in Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris*, (Bandung: Rizqi Press, 2010), p.74

tools that allow for more effective in writing”.<sup>8</sup> This statement shows that knowledge of grammar in writing is important to make a good sentence.

The study of grammar provides us with the terminology we need to talk about language in an informed way. It enables us to analyze and to describe our own use of language, as well as other people. Nelson states, “In writing, knowledge of grammar enables us to evaluate the choices that are available to us during composition.”<sup>9</sup> By using the right grammar someone can express her feelings, ideas, or thoughts clearly, if there are some wrong uses of grammar, the sentences have difficult to be comprehended. Writing generally has longer sentences; two or three sentences in speech may become one sentence in writing.

Principally, in using language in writing especially grammar the learners make error such as Maicusi et al., explains, “Learners make errors in both comprehension and production, the first being rather scantily investigated. Children learning their first language (L1), adult native speakers, and second language learners; they all make errors, which have a different name according to the group committing the error. Children's errors have been seen as "transitional

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<sup>8</sup>James D. Williams, *The Teacher's Grammar Book*, Second Edition (London: New Jersey, 2005), p. 41.

<sup>9</sup>Gerald Nelson, *English: an Essential Grammar*, First Edition (London: Routledge, 2001), p.1.



forms", the native speakers' ones are called "slips of the tongue" and the second language (L2) errors are considered "unwanted forms".”<sup>10</sup>

On the other hand, mistake or error can make teaching and learning better than before. Furthermore, Erdogan in Mersin University Journal of the Faculty of Education states, “...children learning their native tongue make plenty of mistakes is a natural part of language acquisition process.”<sup>11</sup> This proves that every student makes progress through the mistakes or errors they make in language acquisition. Therefore, the teacher should motivate the students to become more confident and not to be worried in making mistakes in learning English.

Accordingly, in teaching and learning process it is necessary to analyze the error in order to gain and reconstruct new language systems. The analysis will give the teacher description of language acquisition; error analysis also has given insights about the second language acquisition process, which results in major changes in teaching practice such as stated by Erdogan, “Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them.”<sup>12</sup> The errors, however are very much like those students make when they

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<sup>10</sup>Trianci Maicusi, et al., “*The Error In The Second Language Acquisition*”, Journal of Universidad de Malaga, No. 11, 1999, p. 168.

<sup>11</sup>Vacide Erdogan, “*Contribution of Error Analysis to Foreign Language Teaching*”, Mersin University Journal of the Faculty of Education, Vol. 1, 2005, p. 261.

<sup>12</sup> *Ibid.*, p. 262.

learn their mother tongue. These types of error indicate that they are gradually building a second language rule system.

Consequently, error analysis on students' work will be useful and give some contributions to do teaching and learning process. Analyzing error is significant since this will lead to a greater understanding of the difficulties faced by students and perhaps assist in the development of pedagogic strategies. This difficulties can be used by the teacher to design the teaching instruction which focus on the students weakness and strength so that the teaching learning process can be implemented effectively.

Some errors made by the students are mostly related to gramatical rules. One of gramatical aspects which highly used incorrectly by the students is preposition. In English language, many prepositions are used in some sentences and they have the similar meanings in Indonesia. One of the highly used of grammatical rules in writing is the preposition. Some of the students are unable or confused to choose and use the right preposition in the sentences.

English has some prepositions that refer to position meaning, that if they are translated into Indonesia, they have the same meaning. Besides, each of prepositions has a various meaning and usages that make the teacher get difficulties to explain or teach. It is also impossible for students to learn a foreign language without making a mistake or errors. Because in learning foreign

language, making errors is common, acceptable, and important part in order to the teacher improves the teaching method and the learners getting feedback of the acquisition.

Based on the preliminary research that the researcher did at Senior High School 1 Seputih Agung on July, 31<sup>st</sup> 2017, the researcher gained some data from the interviews with English teacher, the researcher found that the motivation of the student to learn English is low. Besides, they were not active and not paying attention to the material in learning and teaching process. The teacher also said that the students' writing skill was still low.

When the teacher asked them to write, they got difficulties to express and develop their idea because they found difficulties to arrange their sentence. According to Mrs. Novi Suciati, M.Pd, that most of the students made some grammatical errors in their writing sentence especially using preposition in Recount Text. The students are still confused about the different concept of preposition in English and Indonesian.

Because of the explanation above, the researcher chooses error analysis in using preposition in Recount Text. Therefore, the researcher has done a research entitled An Error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in The Academic Year Of 2017/2018.

## **B. Identification of the Problem**

Based on the research background, the researcher identified the problems as follows:

1. The students were still making errors in using preposition even though they were mastery enough in using preposition.
2. Some of the students were still confused on the different concept of preposition in English and Indonesian.

## **C. Limitation of the Problem**

To make the research paper is clearly understood by the readers, the researcher would like to limit the problem on the types and the uses of preposition of time and preposition of place by using surface strategy taxonomy to analyze errors in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

## **D. Formulation of the Problem**

Based on the background of the research, the researcher formulated the formulation of the problem as follows: “What are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in The academic year of 2017/2018?”

## **E. Objective of the Research**

In this research, the researcher has to attain the objective of the research. The objectives of the research was to know what are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

## **F. Use of the Research**

There are two major uses in this research they are theoretically and practically.

### **1. Theoretically**

- a. The result of this study will enlarge the scope knowledge of using Preposition in Recount Text.
- b. It will be one of references for other researchers who will conduct the same object with different perspectives

### **2. Practically**

#### **1) The Researcher**

By doing this research, the researcher can obtain better understanding about the use of Preposition in Recount Text.



## 2) The Teacher

The researcher hopes that the result of this research can be useful for the teachers in getting an inspiration when they are teaching preposition for their students.

## G. Scope of the Research

### 1. Subject of the Research

Subject of the research was students of the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

### 2. Object of the Research

Object of the Research was the students' grammatical error in using preposition in writing Recount Text.

### 3. Time of the Research

The research was conducted in the academic year of 2017/2018.

### 4. Place of the Research

The research was conducted in Senior High School 1 Seputih Agung

## CHAPTER II FRAME OF THEORY

In the frame of theory, the researcher presents the theory of this research that helps the researcher doing the research. According to Geoffrey, et.al states that the primary purpose of a literature review is to help researchers become familiar with the work that already been conducted in their selected topic areas. Literature reviews are absolutely indispensable when planning a research study because they can help guide the researcher in an appropriate direction.<sup>18</sup>

### 1. Concept of Language

There will be no interaction between two people if there is no language. Through language people can communicate one to another like expressing ideas, feeling and thoughts. It means language is very important to human life, because all interaction and activities run well with language. Language is a system of communication by sound, operating through the organ of speech and hearing members of given community, and using vocal symbols possessing arbitrary conventional meaning.<sup>2</sup>

Communicating one to another and expressing ideas both in speaking and writing are the function of language. Everyone, as human being, certainly needs this media in their daily social interaction. People have to use language that is

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<sup>18</sup> Geoffrey Marczyk, et. al., *Essential of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc, 2005), p. 33.

considering as a tool of communication if they would like to interact to other people. Language itself can be divided into two types, spoken and written language. Spoken language is used orally and written language is used aurally. On the other hand, people will get difficulties to do all of our activities without using language.

According to Brown, a consolidation of the definitions of language yields the following composite definition:

1. Language is a systematic and generative.
2. Language is a set of arbitrary symbol.

Those symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer.

3. Language is used for communication.
4. Language operates in a speech community or culture.
5. Language is essentially human, although possibly not limited to humans.<sup>19</sup>
6. Language is acquired by all people in much the same way-language and language learning both has universal characteristics.<sup>20</sup>

From the statements above, it can be concluded that language is a symbol of word that is considered and operated arbitrarily within its own system of

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<sup>19</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, Third edition (New York: Prentice Hall Regents Englewood Cliffs, 1994), p.4.

<sup>3</sup> Ibid., p.5

<sup>4</sup> Jeremy, Harmer, *How to Teach Writing* (Malaysia: Longman, 2004), p. 31.

communication by sound, operating through the organ of speech and hearing members of given community, and using vocal symbols possessing arbitraryconventional meaning to make people easier in conveying their message or make relation in interaction with the others in social environment.

## 2. Concept of Writing

Writing is one of the skills to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, thoughts and feelings through writing.<sup>21</sup>

Although writing is clearly much more dependent on how effectively we use the linguistic resources of the language, it would be wrong to conclude that all the advantages are on the side of speech. While it is true that in writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the help of feedback from the reader, on the other hand we do not normally have to write quickly: we can rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

Equally, the reader is in a more privileged position than the listeners to some extent: he can read at his own pace and reread as often as he likes.<sup>22</sup>In a

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<sup>22</sup> Byrne, Donn, *Teaching Writing Skills*( Singapore: Longman, 1995), p.3.

discussion of “species specific” human behavior, those human beings universally learn to walk and to talk but that swimming and writing are culturally specific, learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literature society and usually only if someone teaches us.<sup>23</sup>

Writing is an activity of a researcher and the act of writing also helps to create new thoughts. Writing is a two-step process. First you figure out your meaning, then you put it into language: Figure out what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterwards.<sup>24</sup> Finally, writing is a task which is often imposed on us, perhaps by circumstances. This is not only has a psychological effect: it may also cause a problem in terms of content - what to say. Being at a loss for ideas is a familiar experience to most of us when we are *obliged* to write.<sup>25</sup>

From the definition above, the researcher concluded that writing is a way to produce language from our thought. By writing, we can express our idea, feeling and everything in our mind. It can be written on the paper or typed in the computer. Writing is an activity of a researcher and the act of writing also helps to create new thoughts. Writing is also an ability to make a form of words that has

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<sup>23</sup> H. Brown Douglas, *Teaching by Principles* (Prentice Hall Regents: United States, 1994), p. 319.

<sup>24</sup> Ibid., p. 321.

<sup>25</sup> Byrne, Donn, Op.cit, p.5.



higher value. There are many aspects in writing. They will be used to give score in writing. The good composition in writing should have these aspects. There are five aspects in writing, they are:<sup>26</sup>

- 1) Task Fulfillment / Content
- 2) Organization
- 3) Vocabulary
- 4) Language
- 5) Mechanics

There are process in writing: <sup>27</sup>

#### 1. Planning

When planning, researchers have to think about three main issues. In the first place they have to consider the **purpose** of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced researchers think of the **audience** they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, researchers have to consider the **content structure** of the piece - that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

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<sup>26</sup>Christopher Tribble, *Writing* (Oxford University Press,1996), p.129.

<sup>27</sup>Jeremy Harmer, *Op.cit*, p. 4-5.

## 2. Drafting

We can refer to the first version of a piece of writing as a **draft**. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3. Editing ( reflecting and revising )

Once researchers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled researchers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4. Final Version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the researcher is now ready to send the written text to its intended audience.

There are three steps how to write well.<sup>28</sup>

### 1) Selecting Your Subject

Whether you are responding to an assignment or creating your own, you need to follow certain measures if you are to find an appropriate subject.

### 2) Analyzing Your Audience

You have to decide which group would make the best audience for your writing. That decision, like the decision about subject, has to be made in the context of the complete writing situation.

### 3) Determining Your Purposes

Writing is both a procedure for demonstrating what you know and a procedure for discovering what you know. For that reason, you must maintain a kind of double vision of your purpose. First, you must think of it as a preliminary objective that helps illuminate the decisions you have to make. You must actually discover your purpose. Second, you must think of it as a final assertion that helps implement what you intend to do in your writing. You have discovered your purpose, and from that point you use it to guide all aspects of your writing.

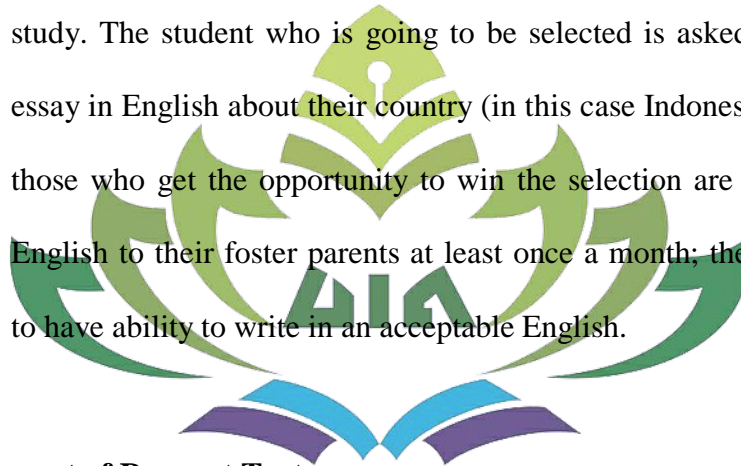
## 3. Importance of Writing

Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some important features of writing activities that are usually done by people are as follows:

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<sup>28</sup>McCrimmon. M. James, *Writing With a Purpose*, (Boston: Houghton MifflinCompany, 1984), p.14-15.

- 1) Teachers write some important things on the black board, or students may write some notes that are dictated by the teacher
- 2) Lots of people who are going to apply for job in offices write application letters. Today, many companies ask applicants to write their forms in English. An applicant must be fluent both in spoken and written English
- 3) Many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students). For those who get the opportunity to win the selection are asked to write in English to their foster parents at least once a month; therefore, they need to have ability to write in an acceptable English.



#### **4. Concept of Recount Text**

##### **1. Definition of Recount Text**

Recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body

paragraph is complication which the story has the climax of problem and the story ended by solving the problem.<sup>29</sup>

Anderson and Anderson stated that recount text is a piece of text that retells past event, usually in the order in which they occurred.<sup>30</sup> Its Purpose is to provide the audience with a description of what occurred and when it occurred. It means that this text gives description to the audience about past event. The purpose of literary/ story recount is to tell a sequence of events so that it can entertain and inform the readers.

Moreover, Hyland stated that recount text is reconstructed past experience by retelling events in original sequences.<sup>31</sup> In this case, the text retells about the real context that happened in the past based on original sequences, so it must be arranged systematically of events that occurred. In other words, Corbett and Strong said that recount text should be a retelling of events that have actually happened. It is similar by the experts that have mentioned above. From all definition above, researcher concluded that recount text is a kind of the text that gives information into chronologically of what had happened.<sup>32</sup> The purpose are to inform and entertain the readers about the description that happened in the past.

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<sup>29</sup>Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p.14.

<sup>30</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*, (SouthYarra :McMillan, Educational PTY LTD, 1998), p.24.

<sup>31</sup>Ken Hyland, *Second Language Writing* (Cambridge : Cambridge University Press, 2003,p.20.

<sup>32</sup>Pie Corbett, Julia Strong, *Talk For Writing Across The Curriculum*, (New York : McGraw Hill, 2011), p.49.



It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

## 2. Generic Structure of Recount Text

### a) Orientation

In which the researcher tells the audience about who the character in the story are, where the story is taking place, and when the action is happen.

(can be paragraph, a picture or opening chapter)

### b) events or experiences

The main important activities or events that occurred in that story. The function is to give more explanation of the orientation.

### c) Re-orientation

A conclusion of story. In other words this is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things. Some recount have an evaluative comment or conclusion which may constitute the writers comment on event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.<sup>33</sup>

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<sup>33</sup>Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p.14.

### 3. Language Features

Joyce and Fee suggest that recount have some linguistic features as listed below:

- 1) Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
- 2) Mainly use action verb (material processes) that describe what happen.
- 3) Many narratives also use thinking verbs (mental process) that give us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
- 4) Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked and replied.
- 5) Descriptive language is used to enhance and develop the story by creating image in the reader's mind.
- 6) Can be written in the first person (I, We) or third person (He, She, They)<sup>34</sup>

Based on the statement above, the researcher concludes that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

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<sup>34</sup>H. Joyce & S. Feez, *Writing Skill: Narrative and Non-fiction Text Types*. (Sydney: Phoenix Education Pty Ltd, 2000), p.37.

## 5. Error and Mistake

In learning process, students often make error and mistake to achieve language acquisition, but to distinguish between error and mistake are rather difficult. In other word the definition of error according to Dulay, Burt and Krashen, “Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter - language competence of the learner.”<sup>35</sup> Furthermore, in Longman dictionary is stated, “Error (in the speech or writing of a second or foreign language learner), the use of a linguistic item (e.g. a word, a grammatical item, a Speech Act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. A distinction is sometimes made between errors, which resulted from incomplete knowledge.”<sup>36</sup> From the definition above, it can be defined that error is deviation the use of a linguistic items happened on learners either native speaker or foreign learner that they cannot correct the deviation by themselves.

While mistake according to Longman dictionary is defined as, “Mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.”<sup>37</sup> Then, according to Corder quoted by Dulay et al., “Performance errors have been called “mistakes” while

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<sup>35</sup>Dulay, et. al., *Language Two* (New York: Oxford University Press, 1982), p.1.

<sup>36</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition (Malaysia: Pearson Education, 2002), p. 184.

<sup>37</sup>*Ibid.*, p. 5.

the term “errors” was reserved for the systematic deviations due to the learner’s still developing knowledge of the second language rule system.”<sup>38</sup>

Those are definition of mistake which can be appoint that mistake is an imperfection result in producing language performance because of slip of tongue, fatigue, or carelessness of the learners either native speaker or foreign learner. In addition, to have the conclusion the researcher would be present the statement about error and mistake, according to Brown he states,

In order to analyze learner’s errors in a proper perspective, it is crucial to make a distinction between mistakes and error. A mistake refers to a performance error that is either a random guess or a ‘slip’, in that it is a failure to utilize a known system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learners.<sup>39</sup>

Meanwhile, the explanation according to Dulay et.al., they state, The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In order to facilitate reference to deviation that have not yet been classified as performance or competence errors, we do not restrict the term “error” to competence based deviations. We use error to refer to any deviation from a selected norm of

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<sup>38</sup>Dulai et al., *Op. Cit.*, p. 139.

<sup>39</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*(Englewood Cliffs: Parentice Hall, 1980), p. 165.

language performance, no matter what the characteristics or causes of the deviation might be.<sup>40</sup>

In this research, practically, the researcher holds on the idea proposed by Dulay et.al. as the basis of determining the deviations produced by the subjects. It is not really important to understand the students' mistake in learning language, since it was because of the students' lack of knowledge. However, errors are not always bad, rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition. Therefore, the researcher will consider all of students' deviation in doing test of the preposition use as error not a mistake.

## **6. Error Analysis**

Human learning is fundamentally a process that involves the making of mistakes and errors. For instance, if the learners are learning English the learners always make some mistake and some errors, so the learners must try to correct them by asking the other person who has mastered English well to analyze the learner error. In Longman Dictionary the words error analysis identify as:

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<sup>40</sup>Dulay, et al., *Loc. Cit.*

Error analysis is the study and analysis of errors made by second language learners. Error analysis may be carried out in order to:

- 1) Identify strategies which learners use in language learning
- 2) Try to identify the causes of learner errors
- 3) Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.<sup>41</sup>

Furthermore, error analysis becomes part of the methodology of language learning that is learnt to help the student's difficulties. According to Tarigan the steps of errors analysis are as the following:

- 1) Collection the data of errors.
- 2) Identifying the errors.
- 3) Considering the order of error types.
- 4) Classifying the errors.
- 5) Estimating the areas of errors.
- 6) Correcting the errors.<sup>42</sup>

According to Mihalache, the methodology of error analysis has generally followed a uniform method of investigation consisting of the following steps:

- 1) Collection of data (either from “free” compositions by students on a given theme or from examination papers)

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<sup>41</sup> Jack C. Richards and Richard Schmidt, *Op. Cit.*, p. 185.

<sup>42</sup> Henry Guntur Tarigan, *PengajaranRemediBahasa* (Bandung: Angkasa, 1990), p. 7.



- 2) Identification of errors (labeling the exact nature of the deviation, e.g. dangling preposition, anomalous sequence of tenses, etc.)
- 3) Classification into error types (e.g. errors of agreement, articles, verb forms, etc.)
- 4) Statement of relative frequency of error types
- 5) Identification of the areas of difficulty in the target language
- 6) Therapy (remedial drills, lessons, etc.)

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further, to include one or both of the following:

- 1) Analysis of source of the errors (e.g. mother tongue interference, over generalization, inconsistencies in the spelling system of the target language, etc.)
- 2) Determination of the error in terms of communication, norm, etc.<sup>43</sup>

By using error analysis in analyzing the learner's errors, it will be found the description of errors by which it can be used as feedback by the teacher to decide the follow up. Corder, "Error has two main functions, they are:

- 1) To investigate the language learning process
- 2) To show whether it is necessary or not for the teacher gives remedial

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<sup>43</sup> Roxana Mihalache, "Contractive Analysis and Error Analysis", Journal of Matelse Education Research, 1999, Vol. 2, No. 2, p. 1076-1077.

teaching.”<sup>44</sup>

Therefore, the teacher needs error analysis to analyze carefully the students' errors of constructing the new language system (English language) and give feedback on those errors properly. The practical use of error analysis is very significant both to the teacher and the learner. For the teacher, he can analyze the learner's error and corrects the error that made by the learners. For the learners the practical uses of error analysis can facilitate them in improving the English mastery.

## 7. Concept of Taxonomies in Error Analysis

Error actually cannot be separated from language learning. Its happen in speech as well as writing. Therefore, some linguistics are encourage to study about errors made by the language students. In accordance with error classification, there are four most useful and commonly used bases for the descriptive classification of error, there are:

### a) Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both of the language components (phonology, syntax, morphology, semantic and lexicon, discourse) and the particular linguistic constituent that the error affects.<sup>45</sup>

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<sup>44</sup>S. Pit Corder, *Error Analysis And Interlanguage* (Oxford: Oxford University Press, 1981), p. 45.

<sup>45</sup>Dulai et al., *Op Cit.*, p. 146-150.

## b) Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain other type of contraction.<sup>46</sup> in this study, the errors made by the children leaning the target language as their first language and equivalent phrases or sentences in the learner's mother tongue.

## c) Communicative Effect Taxonomy

The communicative effect taxonomy, this taxonomy is focus on the effect of the errors have on the learner or reader. This taxonomy is focus on errors that caused of miscommunication.<sup>47</sup>

## d) Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform item or misorder them.<sup>48</sup>

Based on the theory above, the researcher focused on the Surface Strategy Taxonomy by Dulays' theory that consists of omission, addition, misformation, and misordering error.

## 8. Concept of Surface Strategy Taxonomy

The definition of surface strategy taxonomy according to Dulay, et. al. is explained that a surface strategy taxonomy highlights the ways surface structures

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<sup>46</sup>*Ibid.*, p. 150-163.

<sup>47</sup>*Ibid.*, p. 163-172.

<sup>48</sup>*Ibid.*, p. 189-193.

are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.<sup>49</sup> Thus, there are four types of errors based on the surface strategy including, omission, addition, misformation and misordering. Furthermore, Dulay, et. al, explains that in analyzing errors from a surface strategy perspective hold much promise for researchers concerned with identifying cognitive processes that underlie the learner's errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.<sup>50</sup> This statement shows that using surface strategy taxonomy in analyzing learner's error is very useful. From the analyzing the teacher will know where the learners have most difficult.

#### **i. Omission**

According to Dulay, et. al., "Omission errors are characterized by the absence of items that must appear in well-formed utterance"<sup>51</sup> This statement can be implied that omission error happened in missing particular morpheme or word in well-form of sentence.

Examples:

*Incorrect: "I asked him go to library"*

*Correct : "I asked him to go to library"*

In the utterance of proposition above, the sentence *I asked him go to library* is incorrect because there is omission of *to* in that sentence. In the well utterance it should be *I asked him to go to library* because in preposition construction need to embed *to*.

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<sup>49</sup>Dulay et. al., *Op. Cit.*, p. 150.

<sup>50</sup>*Ibid.*

<sup>51</sup>*Ibid.*

## ii. Addition

Addition errors are the opposite of omission errors. Dulay et. al., states that Addition errors are characterized by the presence of an item, which must not be present in a well-formed utterance. Addition errors usually occur in the late stages of L<sub>2</sub> acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.<sup>52</sup>

Examples:

*Incorrect : “We discussed about our homework”*

*Correct: “We discussed our homework.”*

In utterance of indirect speech above, it is incorrect because there is inclusion of preposition “*about*” in the sentence construction, the sentence *We discussed about our homework* it should be *We discussed our homework*. The additional “*about*” is unnecessary, because without “*about*” the sentence is complete.

## iii. Misformation

According to Dulay, et. al., “Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure.”<sup>53</sup> This implied that misformation error appears when the learners misform, either, morpheme, word or structure in well utterance.

Examples:

*Incorrect : “I was born in 24 May 2000”*

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<sup>52</sup>*Ibid.*, p. 156.

<sup>53</sup>*Ibid.*, p. 158.

*Correct : “I was born on 24 May 2000”*

In utterance of sentence above, it is incorrect because there is misformation error of *I was born in 24 May 2000*. In this sentence, the word “in” is used to indicate the place not to show the time. It should be *I was born on 24 May 2000*.

#### **iv. Misordering**

The fourth type of error based on surface strategy taxonomy is misordering errors. Dulay, et. al., states that misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>54</sup> Thus, misordering error appears when the learners misplace the word or morpheme.

Examples:

*Incorrect: “I do not know where is the Dean office”*

*Correct : “I do not know where the Dean office is.”*

In the utterance above, the sentence *I do not know where is the Dean office* is incorrect because it is misordering the word *is*. The correct sentence is *I do not know where the Dean office is* because it is not interrogative sentence, so the auxiliary verb should not be placed before subject.

### **9. Concept of Preposition**

#### **1. Definition of Prepositions**

Learning preposition is difficult because almost every definition for a

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<sup>54</sup>*Ibid.*, p. 162.



preposition has exceptions.<sup>55</sup> Kon states that Prepositions are the words that show time, position, and direction and they are usually placed before nouns/pronouns.<sup>56</sup> Next, according to George and Julia Prepositions is called the biggest little words in English, but they have very important functions in a sentence.<sup>57</sup> Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence

## 2. Types of Preposition

A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such an explanation would have to include many items that more properly belong in the vocabulary of the language than in the grammar of the language. The following list will therefore give only the more common meanings that preposition can have. Many of these meanings correspond to the adverbial meanings already given in the chapter on adverbs. Some meanings however are common only to preposition.<sup>58</sup>

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<sup>55</sup> Michael A. Pyle And Mary Ellen Munoz, *Cliffs Toefl Preparation Guide Fourth Edition* (Singapore: John Wiley & Sons (SEA)Pte.Ltd,1991), p. 210

<sup>56</sup> T.S. Kon, *Practical English Usage 3*(Jakarta; Binarupa Aksara, 1991), p. 147.

<sup>57</sup> George E. Wishon - Julia M. Burks, *Op.Cit.*, p. 288

<sup>58</sup> Marcella Frank, *Modern English a Practical Reference Guide*(New Jersey : Prentice-Hall ,Inc ,Englewood Cliffs,1972),p.163.

Lingga states that there are types of relationships that are expressed by the preposition.<sup>59</sup>

a. Preposition of place or position

It is the kind of preposition, which is used to indicate the relationship of place about, above, across, among, under, beside, between, by, near, from, on, at, in, to, through, towards, etc.

Example: *The clock is on the wall. They are in the classroom. She sat beside son during the party.*

b. Preposition of Time

It is kind of preposition which is used to indicate the relationship of the time. At, on, after, before, behind, since, from, during, until, with, pending, etc.

Example: *You can call me at ten o'clock. I like to drink coffee in the morning. I can you during the week*

c. Preposition of Direction

It is the kind of preposition which is used to show the relationship of direction movement in regard to a point, to-from, toward, around, through, to-from, etc.

Example : *The bird flew through the open window. He always walks to school from his home. The pilgrims headed toward Mecca. The ship sailed around the island.*

d. Preposition of Manner

It is the kind of preposition which used to indicate the relationship of manner.

Example : *He goes to school by bus. He writes with a pen.*

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<sup>59</sup>Hotben D. Lingga, *Advance English Grammar for TOEFL Preparation* (Jakarta : Puspa swara,2007),p.104.

### 3. Functions and Formsof Prepositions

Beside connecting a noun or a pronoun to another word, preposition has also a function to connect a noun, verb or adjective. A preposition may combine with a verb to form a new vocabulary. The form of prepositional used with the verb may be referred to as an adverb. A prepositional adverb is called generally as particle. The verbs in such combinations are mostly one-syllable words, the most common preposition are those denoting place: in, out, on, off, over, up, down, through. Certain verbs combine with prepositions that merely intensify the action of the verb or that emphasize the completion of the action. For example: eat up, finish up, clean up, drink down, add up, type up, fasten down, gather in, freeze over.<sup>60</sup> Some prepositions also followed by certain adjectives in fixed way.<sup>61</sup> It means that the certain preposition could not be changed by the other prepositions to follow the certain adjectives. For example: She is *fond of* her cat. Preposition “of” follows the adjective “fond”. We can not use any other preposition after this adjective.

Every preposition does not have any special inflectional or derivational endings. They must be learned from a closed list. Although no new prepositions are being coined, as in the case of other parts of speech, some adverbs and participles have been drawn upon for further use as prepositions. Most of prepositions are short words, usually consisting of one or two syllables.

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<sup>60</sup>*Ibid.*,p. 171-177.

<sup>61</sup>T.S. Kon, *Op.Cit.*,p. 155.

Sometimes two short prepositions are joined into a one-word compound (into, within, upon), or two or more separate words function together as a phrasal preposition.

- 1) One-word prepositions: abroad, about, across, after, against, alongside, amid (or amidst), among, around, at, atop (U.S. journalistic uses *on top of* is more common), before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, (for), for, from, in, inside, less, like, minus, near, of, on, opposite, out (of), outside, over, past, per (meaning *for each*), plus, re (or *in re* meaning with reference to), since, through, throughout, till, to, toward(s), under, underneath, until, up, versus (meaning *against*), via (meaning *by way of*), within, without.<sup>62</sup>
- 2) -Ing participles used as one-word prepositions: barring, concerning, considering, during, excepting, excluding, including, notwithstanding, pending, regarding, respecting, saving, touching.
- 3) Two-word prepositions
  - a) OF as the second element: ahead of, a propos of (meaning *with reference to*), because of, east (or north, west, south) of, exclusive of, inclusive of, instead of, irrespective of, regardless of, short of.
  - b) TO as the second of element: according to, antecedent to, as to, contrary to, counter to, due to, next to, on to (also *onto*), owing to, previous(ly) to,

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<sup>62</sup>Marcella Frank, op.cit., p. 200-201

prior to, pursuant to, relative to, subject to, subsequent(ly) to, thanks to, up to.

- c) **WITH** as the second element: along with, concurrently with, together with.
  - d) **FOR** as the second element: as for, but (for), except (for), save (for).
  - e) **FROM** as the second element: apart from, aside from, away from.
  - f) **UP** as the first element: up against, up at, up till, up until, up to.
- 4) Three or four-word prepositions: by dint of, by means of, by order of, by reason of, by virtue of, by way of, at the cost of, at the hands of, at the point of, at the risk of, with reference to, with regard to, with respect to, with the exception of, with the purpose of, with an eye to, with a view to, for fear of, for lack of, for want of, for the benefit of, for the purpose of, for the sake of, on account of, on behalf of, on pain of, on the face of, on the occasion of, on the part of, on the point of, on the strength of, on the top of, as a consequence of, as a result of, in accordance with, in addition to, in advance of, in back of, in care of, in case of, in comparison with, in connection with, in contrast with, in favor of, in front of, in lieu of, in proportion to, in regard to, in respect to, in return for, in spite of, in (the) course of, in (the) event of, in (the) face of, in (the) light of, in (the) process of, in the middle (or midst) of.

## CHAPTER III RESEARCH METHODOLOGY

This chapter presented the research methods that deal with research design, place of the research, subjects of the research, data collection, procedure of the research, trustworthiness of the data, and data analysis.

### A. Research Design

The strategy of the research used in this research was descriptive qualitative research. This strategy tried to solve the problem having actual characteristic in this time. Descriptive studies are designed to obtain information concerning status of phenomena. Arikunto stated that descriptive research purpose is to describe the situation or status of phenomena.<sup>63</sup> Because of this characteristic the researcher did not use the hypothesis as temporary answer to solve the problem. Besides, Arikunto also states that descriptive research is the research of non-hypothesis, so in doing research the researcher is unnecessary to formulate the hypothesis.<sup>64</sup>

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<sup>63</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Second Edition (Jakarta: Rineka Cipta, 1993), p. 209.

<sup>64</sup>*Ibid.*, p. 208.



Therefore, in this research the researcher used descriptive research to gain description of status of phenomena that appear in the current situation. This current research was in an attempt to portray the present state of errors in using preposition in writing Recount Text at the second semester of the tenth grade of senior high school 1 Seputih Agung in the academic year of 2017/2018.

## **B. Place of the Research**

In this research, the researcher had conducted the research in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018.

## **C. Subjects of the Research**

In determining the subject of the research the researcher used purposive sampling technique. According to Sugiyono, "Purposive sampling is a technique of taking sample as the source of the data by considering something. Considering something here is like someone who understand about what will the research willing, or may his/her authority so that the researcher will be easily to search object or social situation of the research."<sup>65</sup> Therefore in this research, the researcher chose the subjects of the research from the students of Senior High School 1 Seputih Agung by using purposive sampling technique focused on the students who ever learnt the use of preposition.

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<sup>65</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, Eleventh Edition (Bandung: Alfabeta, 2010), p. 300.

Meanwhile, the subjects of the research were the tenth grade of senior high school. There were six classes which consist of 152 students. The average score of each class can be seen in the following. Table 1:

**Table 1**  
**The Students' Average Score of English Subject at the tenth Grade of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018**

No	Classes	Number of Students	Average score
1	X1	26	70
2	X2	25	73
3	X3	27	70
4	X4	25	68
5	X5	25	71
6	X6	24	70

*Source: The English Teacher of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018*

From table 1, there was one class that got scores above the criteria of minimum mastery (KKM) which is 69, it is X4. Then, the researcher chose X4 as a research subject because from the data in table 1 that researcher got in preliminary showed that class X4 have under standard score at most and the chance to make error in this class was greater than other class.

#### **D. Data Collection**

According to Sugiyono, he explains that the researcher in qualitative research is as human instrument, the function is determining the focus of the research, choosing participants as the source of the data, doing the collection of the data, assessing the quality of the data, analyzing of the data, interpreting the data and making conclusion about the result of the research.<sup>66</sup>Because of the statement above the researcher developed the instrument of the research involved documentation and interview to get data from the subjects.

Documentation was used to know the types of errors in using preposition in writing Recount Text made by the students. In this research, the researcher asked the students to write Recount Text. After the students finish doing writing Recount Text, the students' work submitted to the researcher. Then, the researcher took those students' works as the researcher documentation.

**Table 2**  
**Documentation Form**  
**(Types of Errors in Using Preposition in Writing Recount Text)**  
**-Based on the Number of Sample-**

No	Error Sentences	Sample	Type of Error
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<sup>66</sup>*Ibid.*, p. 306.

1.	1.	1.	1.
2.	2.	2.	2.
3...	3...	3...	3.

**Table 3**  
**Documentation Form**  
**(Types of Errors in Using Preposition in Writing Recount Text)**  
 -Based on the Type of Error-  
**Omission**

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Omission
2.	2.	2...	Omission
3...	3.	3...	Omission

**Addition**

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Addition
2.	2.	2...	Addition
3...	3.	3...	Addition

**Misformation**

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Misformation
2.	2.	2...	Misformation
3...	3.	3...	Misformation

### Misordering

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Misordering
2.	2.	2...	Misordering
3...	3.	3...	Misordering

The researcher also conducted interview to support data from the result of the documents. The definition of interview according to Longman Dictionary is, “A conversation between an investigator and an individual or a group of individuals in order to gather information.”<sup>67</sup> More about interview Fock explains,

“The interview is an important data gathering technique involving verbal communication between the researcher and the participant. Interviews commonly used ... in descriptive studies. There is a range of approaches to

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<sup>67</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition (Malaysia: Fekinhham Photosetting Ltd, 2002), p. 271.

interviewing, from completely unstructured in which the participant is allowed to talk freely about whatever they wish to highly structure in which the participant responses are limited to answering direct questions.”<sup>68</sup>

From those statements that the interview must have a conversation, then to make conversation in getting information, the researcher gave the question to the participant. According to Lodico, there are five types of interview; they are one-to-one, group interview, structured interview, semi structured interview, and unstructured interview.<sup>69</sup> In this research, One-on one interview was used to ensure the source of students errors. One-on one interview is the one of the interview types, where the researcher asks questions to the interviewer and records answers from only participant in the study at a time. To avoid misunderstanding and made students answered to the questions more easily, the questions were delivered in Indonesian.

#### **E. Procedure of the Research**

In doing the research, the researcher used the procedures of the research as follow:

- 1) Asking permission to the headmaster of Senior High School 1 Seputih Agung
- 2) Consulting to the English teacher at Senior High School 1 Seputih Agung

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<sup>68</sup> Nick Fock, *Using Interviews in Research Project* (University of Sheffield: School of Health and Related Research, 2009), p. 4.

<sup>69</sup> Marguirite Lodico, *Methods in Educational Research* (USA: Wiley Inprint, 2010), p.139



- 3) Selecting the subject of research. The subject of the research was from X4 class of tenth grade in the second semester as the sources of data.
- 4) Collecting the data. The data was collected the writing Recount Text from the subjects and used it as the main data.
- 5) Doing the interview. The researcher did the interview for five people chosen randomly. The researcher used interview to support the data gathered from the documentation of using preposition in Recount Text. Then, the researcher used the data to identify the sources of error made by the students in preposition.
- 6) Analyzing the data. The researcher analyzed the data using identifying and signifying, classifying, calculating, reducing and displaying the data, in determining the type of error based on surface strategy taxonomy.
- 7) Making conclusion. The researcher made conclusion of the result in doing research.
- 8) Reporting the result of the research. The researcher reported the result of the research in the form of a thesis.

#### **F. Trustworthiness of the Data**

Although a qualitative research was a subjective research, the researcher should serve the data as real as possible. Here, the validity of the data should be kept to get accurate conclusion. Validity depends not only on the data collection and analysis but

also on the way conclusion is stated and communicated. In addition, to maintain the validity and to obtain valid and accurate data, the researcher uses triangulation.

According to Wiersma quoted by Sugiono, “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.”<sup>70</sup> It can be said that triangulation is a technique that measures trustworthiness of the data using more than one source or techniques.

In this research, the researcher used triangulation of sources. Triangulation of sources means that the data already obtained will be checked by multiple sources. In this research, the data already obtained would be checked by the researcher herself, advisor and co-advisor. By applying this triangulation, the researcher expected the result of this research were consistent for the data because the data was analyzed more than one source.

## **G. Data Analysis**

Data analysis was the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or

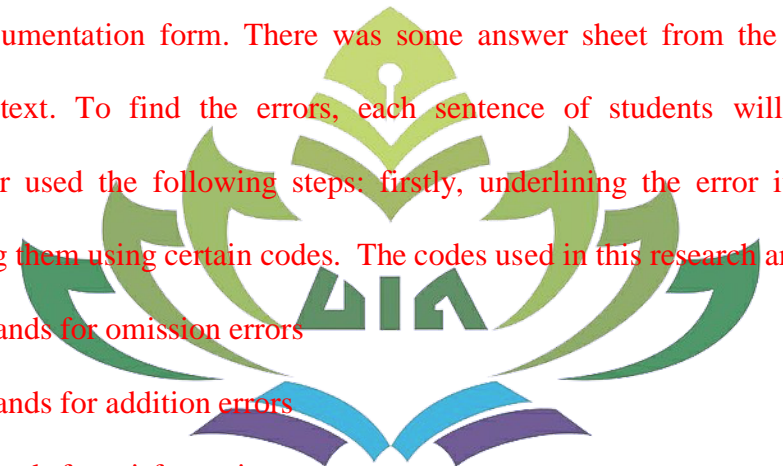
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<sup>70</sup>Sugiyono, *Memahami Penelitian Kualitatif*, Ninth Edition (Bandung: Alfabeta, 2014), p. 127.

verification.<sup>71</sup> This following figure illustrates the component of data analysis by Miles and Huberman:

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>72</sup> In this case, the researcher selected all of the data which obtained from documentation form. There was some answer sheet from the students about narative text. To find the errors, each sentence of students will be read. The researcher used the following steps: firstly, underlining the error items, secondly signifying them using certain codes. The codes used in this research are as follow:

- 
- (1) stands for omission errors
  - (2) stands for addition errors
  - (3) stands for misformation errors
  - (4) stands for misordering errors

And then, the resercher also identifying whatkinds of preposition that used to indicate the relation of place and time in using preposition in writing Recount Text.

### 2. Data Display

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<sup>71</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Sage Publications, 1994), p. 12.

<sup>72</sup>*Ibid*, p. 10.

After reducing the data, the next activity was displayed the data to be meaningful. Data display has been done by Recount form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.<sup>73</sup> It can be said that the data have beendescribed in the form of table, in order to be meaningful and be more easily understood. The researcher havealso arranged the data displaying of interview.

### 3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing or verification.<sup>74</sup> After analyzing the data, the researcher made a conclusion about the errors in using preposition in writing Recount Text and the kinds of preposition which used to indicate the relation of place and time in using preposition in writing Recount Text.

It can be concluded that there were three steps in qualitative research for reporting the result. The first step was data reduction that researcher summarizes the data, selects the key points and focuses on the things that were important. The second step was data display which has beendescribed in the form of data table in order to be meaningful and be more easily understood. The last was conclusion drawing that the researcher concluded the data after analyzing it.

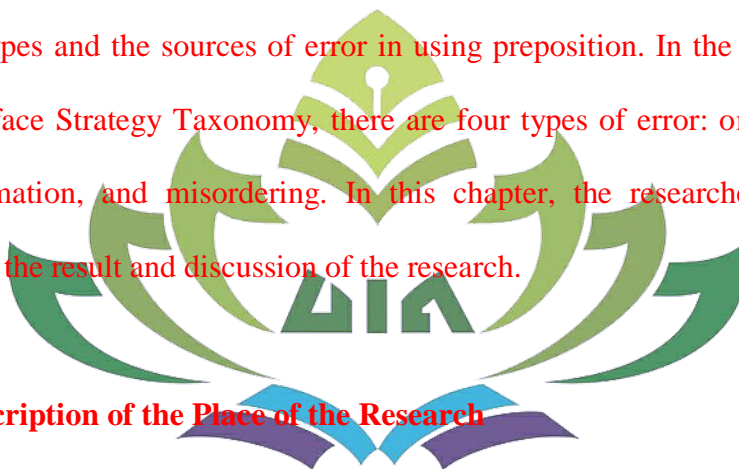
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<sup>73</sup>Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R n'D*, (Bandung: Alfabeta, 2012), p. 341.

<sup>74</sup>Matthew B. Miles and A. Michael Huberman, *Op Cit*, p. 11.

## **CHAPTER IV RESULT AND DISCUSSION**

The purpose of this research is to gain a description of errors in term of the error types and the sources of error in using preposition. In the error types based on Surface Strategy Taxonomy, there are four types of error: omission, addition, misformation, and misordering. In this chapter, the researcher would like to present the result and discussion of the research.



### **A. Description of the Place of the Research**

Senior High School 1 Seputih Agung is located in Jln. Panca Bhakti, Simpang Agung, Kabupaten Lampung Tengah, Lampung 34166. Besides, it was built in 1997 and finished in 1999, the legalization letter is from the Minister of Education and Culture of Indonesia Number: 291/O/1999 on 20 October 1999.

In the Academic year of 1999/2000, Senior High School 1 Seputih Agung received the students in the first time when the principle was Drs. Djamhari Rahmadi and the vice principle was H. Albar Makki who had duration of work on

18 July 1999 to 31 October 2001. Furthermore, here is the change of principles of Senior High School 1 Seputih Agung:

**Tabel 4**  
**Principles of Senior High School 1 Seputih Agung**

No	Name	Period
1	Drs. Djamhari Rahmadi	18 July 1999 – 31 October 2001
2	Drs. H. Rusman	1 November 2001 – 1 February 2004
3	Drs. H. Bagaskoro	20 February 2004 – October 2005
4	Drs. Robert Reberson Sinaga	1 October 2005 – 1 December 2010
5	Drs. Widi Sutikno, MM	December 2010 – April 2015
6	Drs. Siswanto, MPd	19 April 2015 – Now

*Source: Senior High School 1 Seputih Agung*

A number of teachers at Senior High School 1 Seputih Agung are 71 teachers. It consists of 24 males and 47 females in the academic year of 2017/2018. Clearly, the teachers of Senior High School 1 Seputih Agung can be seen as follow:

**Tabel 5**  
**Teachers of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018**

No	Status	Education carrier				Sum
		S <sub>2</sub>	S <sub>1</sub>	D <sub>1</sub>	D <sub>3</sub>	
1	Official Teacher	9	41	-	1	51
2	Not official Teacher	-	13	3	4	20

Sum	9	54	3	5	71
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*Source: Senior High School 1 Seputih Agung*

## **B. The Result**

This study was aimed at finding the Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung. After collecting the data from the students, researcher analyzed, underlined and identified student's sentences that contained preposition errors. The instrument of this research was students' task.

The researcher took students' task in using preposition of time and place. The researcher analyzed students' error in narative text in using preposition of time and place based on Surface Strategy Taxonomy. As previously informed that there were four types of errors according Surface Strategy Taxonomy, they were omission, addition, misformation, and misordering.

In collecting the data, the researcher used documentation. Document is the transcript of phenomenon. After checking the students' result of writing, it was found that there were 10 items of omission error, 18 items of addition errors, 29 items of misformation errors and 4 items of misordering errors. There are several



examples of errors made by students in using preposition of place in descriptive text writing.

### 1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The following data are represented as examples of omission errors types.

- 
- a) I started my first playgroup Ibnu Rasyd
  - b) I will continue university
  - c) My father from java
  - d) I like playing football in front my house
  - e) My class next to library

The sentence in example (a) above the students omitted a preposition of place *in* before the word *Ibnu Rasyd*. In example (b) the students also omitted preposition of place *to* before the noun *University*. The preposition must appear because it showed the place. In sentence (c) the student omitted the tobe of *is*. In example (d) the students omitted *of* before the word *My house*. In the last example

(e) the students omitted preposition of place *is* before the word *Next*. All of the data can be seen in (Appendix 4).

The items above are incorrect form and should be added by some items to make it in well-form. Here is each revised version for missing items in those examples:

- a) I started my first playgroup in Ibnu Rasyd
- b) I will continue to university
- c) My father is from Java
- d) I like playing football in front of my house
- e) My class is next to library

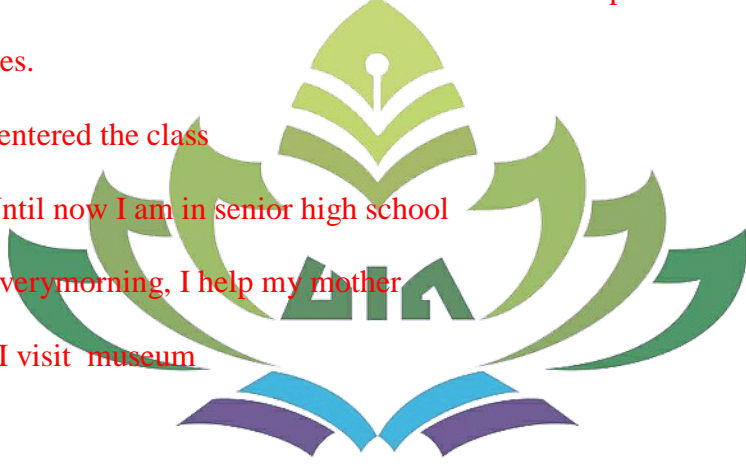
## **2. Addition**

The type of this error is the opposite of omission error. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. To make it is clearly, the following data are represented as examples of addition errors.

- a) I entered in the class
- b) When until now I sit in senior high school
- c) In everymorning, I help my mother
- d) I visit to museum

For the example: (a and e) the students added the word *in* which is not needed in these sentences. In sentence (b), the word *when* should be omitted to make the correct form of sentence. While in example (c) the students added the word *in* before *everymorning* which is incorrect. And the last example of (d), the word *to* should also be omitted.

The items above are incorrect form and should be omitted from the sentences to be well-form. The revise version is represented in the following sentences.

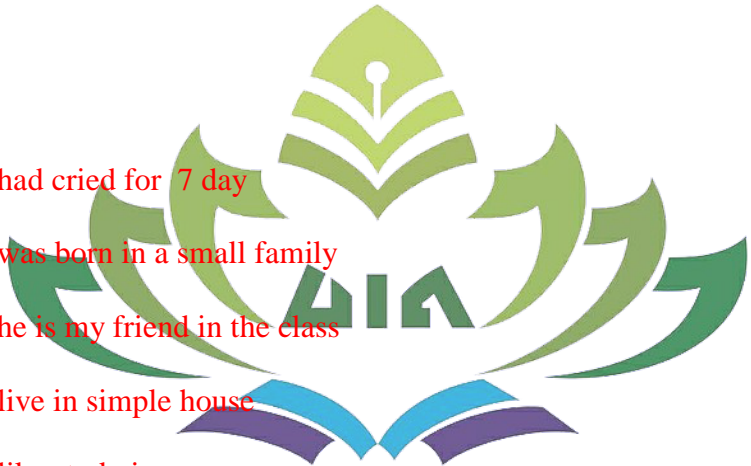
- 
- a. I entered the class
  - b. Until now I am in senior high school
  - c. Everymorning, I help my mother
  - d. I visit museum

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are examples of misformation represented here.

- a) I cried in 7 day
- b) I was born from a small family
- c) She is my friend at the class
- d) I live at simple house
- e) I like study at my room

In the example (a) the word *in* should be replaced with *for* since it explain about the duration of time. Sentence (b), (c), (d) and (e) the word *in* should be used instead of *from* and *at*. Different from addition errors, in which the unnecessary item appears in an utterance, misformation errors occur because the item supplied is incorrect, in the examples above are misformed. Here is the revised version for each misformation error in those examples.

- 
- a. I had cried for 7 day
  - b. I was born in a small family
  - c. She is my friend in the class
  - d. I live in simple house
  - e. I like study in my room.

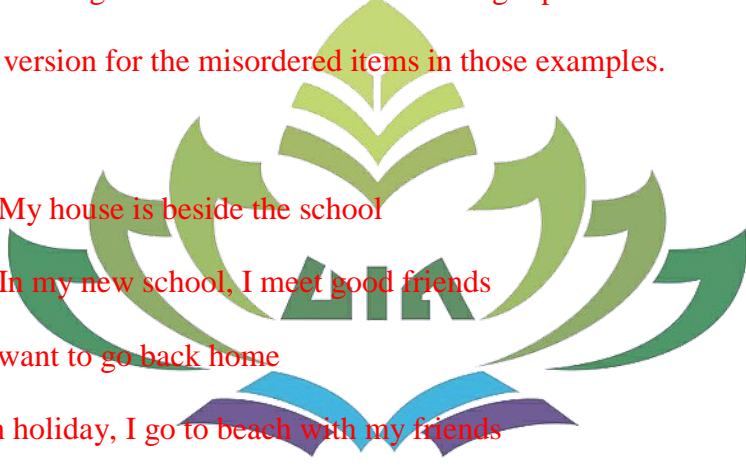
#### **4. Misordering**

The fourth type of errors in surface strategy taxonomy is misordering error. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The following examples are data of misordering errors.

- a) My house and school is beside
- b) In my school new, I meet good friends

- c) I want to go home back
- d) In holiday, I to go beach with my friends

In the sentence (a) the word *school* should be placed in the last order. While in the example (b), the students put the word *new* after *school* which make it incorrect. The students also placed the word *back* incorrectly as in example (c). In the sentence (d), the word *to* should be placed after the verb *go*. The words above are misordering errors which must be in the right place in word order. Here is each revised version for the misordered items in those examples.

- 
- a) My house is beside the school
  - b) In my new school, I meet good friends
  - c) I want to go back home
  - d) In holiday, I go to beach with my friends

After obtaining the data from the students' task, then the researcher identified the errors and classified them based on Surface Strategy Taxonomy. They are: omission, addition, misformation, and misordering. Then, classifying the types of errors and determined the frequency of them. The total numbers of errors are 61 items which can be described as follows:

**Table 06**  
**Total Numbers of Errors**

No	Kind of Errors	Total
1.	Misformation	29 Items
2.	Addition	18 Items
3.	Omission	10 Items
4.	Misordering	4 Items
Total		61 Items

Based on the result of the research above, the highest error made by the students is misformation error while the lowest error made by the students in using narative text is misordering.

### C.

#### Discussion

After collecting the data from the students, the researcher analyzed 25 data from the tenth grade of senior high school at Senior High School 1 Seputih Agung which contain error in preposition of time and place. Based on the finding of this research, it could be concluded that the students produced four types of error, there are: omission, addition, misformation, and misordering. It is supported by Dulay, who classifies error into omission, addition, misformation and misordering.<sup>75</sup> Based on some theories above, it can be concluded that it is possible for students to make some errors. In this research the researcher analyzed the students' errors based on

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<sup>75</sup> Heidi Dulay, Marina Burt and Stephen Krashen. *Language Two*, (New York: Oxford University Press),p.146

Surface Strategy Taxonomy that consists of four subtypes, they are omission, addition, misformation, and misordering by Dulays' theory.

Based on result of the research, the researcher found that the students produced some types of error, there were: omission (10 errors), addition (18 errors), misformation (29 errors) and misordering (4 errors). It can be concluded that the highest error made by the students based on surface strategy taxonomy is misformation with 29 error items and the lowest error happened in misordering with only 4 errors. This finding in line with Pura, who analyzed students' Error in Using Preposition in Writing at the First Grade of SMA 3 Unggulan Martapura OKU Timur. She found that the highest percentage in misformation errors and the lowest percentage in misordering. It means that the most errors happened in Misformation.<sup>76</sup>

According to Dulay, misformation errors occur because the learner uses the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect.<sup>77</sup> It can be concluded that the student made misformation errors in preposition of place because they lack of knowledge, they did not master

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<sup>76</sup> Novi Willia Pura, 2011, *An Analysis Of Students' Error In Using Preposition In Writing At The First Grade Of Sman 3 Unggulan Martapura Oku Timur*. Lampung University. Bandar Lampung

<sup>77</sup> Fungki Maramis, *Preposition Error Found in the Descriptive Text Writings on Mei 2013 Edition*, Bachelor Thesis in English Education Study Program Faculty of Teacher Training and Education Widya Mandala Catholic University of Surabaya, p.viii



the use of preposition well. So, they failed to use the appropriate preposition in their sentences.

In this research, the students committed many errors not only in misformation but also addition errors. The students made addition errors because they might think that those items were not preposition. For example, the students wrote “When until now I sit in senior high school.” In this case, *when* is not preposition. *When* classified into adverb, conjunction, pronoun and noun.

That is why, they supplied a form of *been* in front of item which should not appear in well-formed utterance. The researcher also found omission error in this research as we know that Omission error is characterized by the absence of an item in a well-formed utterance. In this case, the students still face problem in the preposition of place. The last errors made by students are misordering error. Misordering error is characteristic by incorrect placement of a morpheme or a group morpheme or word utterance. In this case the students made errors because they do not understand how to place preposition.

Based on these result, it is clearly showed that the students still make many errors in English Writing. Most of the error happened in putting preposition *in*. Since the Indonesian meaning of *in* as *di*, the students may add *in* because the students use Indonesian meaning. Moreover, for the second language learner, preposition can be perceived as one the difficult topics to be mastered. Therefore, it is

important for the students to learn more and more especially in the use of preposition. Besides, the teacher should also emphasize more in reducing the possibility of the students errors by providing effective strategies and materials.



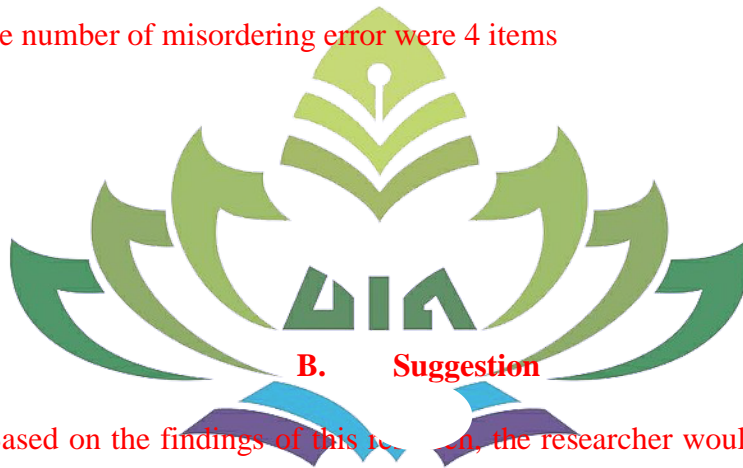
This chapter presents conclusion and suggestion of the research in analyzing students' error in using preposition in narrative text based on Surface Strategy Taxonomy.

#### **A. Conclusion**

This study is aimed at finding the Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Sepuluh Agung. Based on the data, it can be concluded that the type of error

committed by the students in using preposition based on surface strategy taxonomy involves all four of error types, omission, addition, misformation and misordering. The total numbers of errors are 61 items which can be described as follows:

- a) The number of omission error were 10 items
- b) The number of addition error were 18 items
- c) The number of misformation error were 29 items
- d) The number of misordering error were 4 items



Based on the findings of this research, the researcher would recommend for English teacher and students as follow:

#### 1. The English teachers

By knowing, the students' errors can give benefit as feedback in teaching learning process in the classroom because through the error analysis they can know the students' progress in learning English. So it can be used to evaluate and as consideration to choose the suitable technique to teaching grammar and writing in future. The teacher should inform types of the errors which made by the students and explain the part of the errors based on Surface Strategy Taxonomy.

These are: omission error, addition error, misinformation error, and misordering error and other errors so that the students may realize what kind of errors they commit. It may give them motivation in learning English mastering more. Another thing that the English teacher may do is giving remedial session to teaching writing. Especially the writing errors that most students made.

## 2. The students

The researcher hopes the students increase their effort in learning grammar and they have to be accustomed to learn English writing skill when they are in the classroom or in their house. Another suggestion for the students is they may read English articles because it can improve the students' knowledge in understanding about grammar especially in using English preposition of place in order to solve the students' problems and students' errors.

## 3. For the Researcher

It is necessary to other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. Then, the researcher recommended to conduct and concern the research about another types of error analysis in English tenses.



## **APPENDICES**



## Appendix 1

### Data of Sample (Sample of the Research) Class : X 4

No.	Name	Score	Class	Description
1.	A O	50	X 4	Female
2.	A	50	X 4	Male
3.	A F	65	X 4	Male
4.	A S	75	X 4	Male
5.	A N	65	X 4	Male
6.	A	50	X 4	Female
7.	A F F	50	X 4	Male
8.	A H S	50	X 4	Female
9.	B S	70	X 4	Female
10.	D A	70	X 4	Female
11.	E R M	60	X 4	Female
12.	E P S	50	X 4	Female
13.	F F Y	50	X 4	Female
14.	I P H Y	65	X 4	Female

15.	I D P	70	X 4	Male
16.	L S	50	X 4	Male
17.	M	50	X 4	Male
18.	M	65	X 4	Male
19.	M. A A	50	X 4	Male
20.	M. F	75	X 4	Male
21.	M. T	65	X 4	Male
22.	P R	60	X 4	Male
23.	R F	50	X 4	Female
24.	R D A	70	X 4	Female
25.	S W	50	X 4	Female

## Appendix 2

### Interview Guideline for the Teacher

The following are the interviewing guidelines in the pre-liminary research :

1. How is the students writing skill ?
2. What is the students' problem in writing descriptive text ?
3. What is the students' problem in using preposition of place ?
4. What is the error often made by students in using preposition of place in descriptive text ?
5. Why do the students often make that error ?



### **Appendix 3**



**Subject** : English Language

**Skill** : Writing

**Topic** : Using Preposition in Writing Recount Text

**Class/Semester** : X/1

**Time Allocation** : 2x45 minutes

**Intruption:**

1. Write your name on the paper
2. Work individually

**Direction:**

1. Write a recount text about your holliday!
2. Use the kinds of preposition which is used to indicate the relation of place in your writing recount text!
3. Use the kinds of preposition which is used to indicate the relation of time in your writing recount text!

**Appendix 4**

**Data of Type of Error in Using Preposition in Narative**

-Based on the number of sample-

No	Error sentences	Sample	Type of error
1	On my birthday in <b>16 may</b> , he was revealed his cunning	01	Misformation
2	In <b>the</b> junior high school, Im studied in SMP 2 elephant city	01	Addition
3	I cried <b>in</b> 7 day	01	Misformation
4	I started my first <b>playgroup Ibnu Rasyd</b>	02	Omission
5	During <b>in</b> the playgroup, I have many friend	02	Addition
6	<b>In my new school place</b> , I have alot of experience	03	Misformation
7	I entered <b>in the</b> class	03	Addition

8	Because i intered <b>in</b> the executive class	03	Addition
9	In order to enter <b>in</b> high school that I want	04	Addition
10	I was born <b>in 24 May</b> 2000	05	Misformation
11	When I <b>am are</b> in the first class, I am very difficult to make friends	05	Misformation
12	I went <b>on in</b> junior high school	06	Addition
13	Where to <b>go we</b> are always think	06	Misformation
14	We are very familiar <b>until at anytime</b>	07	Addition
15	I continue <b>in</b> SMA	07	Misformation
16	I was born <b>from</b> a small family	08	Misformation
17	<b>When until now</b> I sit in senior high school	08	Addition
18	<b>At the start in</b> high school, I also keep keep following my activities	08	Misformation
19	I was able to win the 2nd <b>at</b> the district level	08	Misformation
20	I will <b>continue university</b>	09	Omission
21	My house is <b>far school</b>	010	Omission
22	I like playing football <b>in front my</b> house	010	Omission
23	My class <b>next to</b> library	011	Omission
24	She is my friend <b>at the</b> class	011	Misformation
25	My house and school <b>is beside</b>	012	Misordering
26	I live <b>at</b> simple house	012	Misformation
27	I study <b>at</b> senior high school	012	Misformation
28	I like study <b>at</b> my room	012	Misformation
29	<b>In</b> weekend, I go to beach	013	Misformation
30	<b>In</b> everymorning, i help my mother	013	Addition
31	I like watching movie <b>on</b> my room	013	Misformation
32	I was born <b>on</b> simple family	014	Misformation
33	And <b>at the start in</b> high school, I like study with my friend	014	Addition
34	I am second place <b>at</b> the school competition	014	Misformation
35	When i <b>am are</b> in first class, I meet first love	015	Addition
36	I went <b>on in</b> junior high school	015	Misformation
37	I very familiar <b>where go</b>	015	Omission
38	<b>until at any time</b> we passed SMP	015	Misformation
39	Now I continue <b>in</b> senior high school	015	Misformation
40	I started my <b>education Ibnurusyd</b>	016	Omission

41	I study in my <b>school new</b>	016	Misordering
42	Here i intered <b>in</b> the class	016	Addition
43	I entered <b>in</b> high school that i want	016	Addition
44	The first time I <b>going scholl</b>	017	Omission
45	<b>In when</b> I study junior high school	017	Addition
46	I born <b>at</b> way jepara	018	Misformation
47	At <b>village i</b> born	018	Addition
48	<b>During</b> I small, i like playing football	018	Misformation
49	<b>From since</b> playgroup, i live with my aunt	019	Addition
50	Since playgroup <b>to now</b> , I study hard	019	Misformation
51	I went <b>to</b> home	020	Misformation
52	My <b>father from</b> java	020	Omission
53	I want to <b>go home back</b>	021	Misordering
54	<b>In</b> I hope I will sucess	022	Addition
55	I <b>live</b> Lampung Tengah	022	Omission
56	I visit <b>to</b> museum	023	Addition
57	I waiting <b>to</b> my friend	023	Misformation
58	I arrive <b>in</b> home in night	024	Misformation
59	My holiday, I <b>to go</b> beach with my friend	024	Misordering
60	We come <b>on</b> the school	025	Misformation
61	<b>On</b> the first time, I am shy	025	Misformation

## Appendix 5

### Data of Type of Error in Using Preposition in Narative

-Based on the type of error-

#### Omission

No	Error sentences	Sample	Type of error
1	I started my first <b>playgroup Ibnu Rasyd</b>	02	Omission
2	I will <b>continue university</b>	09	Omission
3	My house is <b>far school</b>	010	Omission

4	I like playing football <b>in front my</b> house	010	Omission
5	My class <b>next to</b> library	011	Omission
6	I very familiar <b>where go</b>	015	Omission
7	I started my <b>education Ibnurusyd</b>	016	Omission
8	The first time I <b>going scholl</b>	017	Omission
9	My <b>father from</b> java	020	Omission
10	I <b>live</b> Lampung Tengah	022	Omission

### Addition

No	Error sentences	Sample	Type of error
1	In <b>the</b> junior high school, Im studied in SMP 2 elephant city	01	Addition
2	During <b>in</b> the playgroup, I have many friend	02	Addition
3	I entered <b>in the</b> class	03	Addition
4	Because i intered <b>in</b> the executive class	03	Addition
5	In order to enter <b>in</b> high school that I want	04	Addition
6	I went <b>on in</b> junior high school	06	Addition
7	We are very familiar <b>until at anytime</b>	07	Addition
8	<b>When until now</b> I sit in senior high school	08	Addition
9	<b>In</b> everymorning, i help my mother	013	Addition
10	And <b>at the start in</b> high school, I like study with my friend	014	Addition
11	When i <b>am are</b> in first class, I meet first love	015	Addition
12	Here i intered <b>in</b> the class	016	Addition
13	I entered <b>in</b> high school that i want	016	Addition
14	<b>In when</b> I study junior high school	017	Addition
15	At <b>village i</b> born	018	Addition
16	<b>From since</b> playgroup, i live with my aunt	019	Addition
17	<b>In</b> I hope I will sucess	022	Addition
18	I visit <b>to</b> museum	023	Addition

### Misformation

No	Error sentences	Sample	Type of error
1	On my birthday in <b>16 may</b> , he was revealed his cunning	01	Misformation
2	I cried <b>in</b> 7 day	01	Misformation
3	<b>In my new school place</b> , I have alot of experience	03	Misformation
4	I was born <b>in 24 May</b> 2000	05	Misformation
5	When I <b>am are</b> in the first class, I am very difficult to make friends	05	Misformation
6	Where to <b>go we</b> are always think	06	Misformation
7	I continue <b>in</b> SMA	07	Misformation
8	I was born <b>from</b> a small family	08	Misformation
9	<b>At the start in</b> high school, I also keep keep following my activities	08	Misformation
10	I was able to win the 2nd <b>at</b> the district level	08	Misformation
11	She is my friend <b>at the</b> class	011	Misformation
12	I live <b>at</b> simple house	012	Misformation
13	I study <b>at</b> senior high school	012	Misformation
14	I like study <b>at</b> my room	012	Misformation
15	<b>In</b> weekend, I go to beach	013	Misformation
16	I like watching movie <b>on</b> my room	013	Misformation
17	I was born <b>on</b> simple family	014	Misformation
18	I am second place <b>at</b> the school competition	014	Misformation
19	I went <b>on in</b> junior high school	015	Misformation
20	<b>until at any time</b> we passed SMP	015	Misformation
21	Now I continue <b>in</b> senior high school	015	Misformation
22	I born <b>at</b> way jepara	018	Misformation
23	<b>During</b> I small, i like playing football	018	Misformation
24	Since playgroup <b>to now</b> , I study hard	019	Misformation
25	I went <b>to</b> home	020	Misformation
26	I waiting <b>to</b> my friend	023	Misformation
27	I arrive <b>in</b> home in night	024	Misformation
28	We come <b>on</b> the school	025	Misformation
29	<b>On</b> the first time, I am shy	025	Misformation

### **Misordering**

<b>No</b>	<b>Error sentences</b>	<b>Sample</b>	<b>Type of error</b>
1	My house and school <b>is beside</b>	012	Misordering
2	I study in my <b>school new</b>	016	Misordering
3	I want to <b>go home back</b>	021	Misordering
4	My holiday, I <b>to go</b> beach with my friend	024	Misordering





## CHAPTER I INTRODUCTION

### A. Background of the Problem

Writing is one form of embodiment of linguistic competence that is expressed in the form of written language use, in addition to the form of oral language.<sup>1</sup> Writing is an ability that is still difficult to master by the people. In writing activities, the author as a resource does not deal directly with the reader as a target information. Therefore, if there is misunderstanding because readers misinterpreting the text, the result could be bad.

Writing as a form of problem-solving in which the researcher is faced with two main tasks: generating ideas and composing these ideas into a written text that meets the needs of a reader and efficiently communicate the author' message.<sup>2</sup> Therefore, the teaching of writing is not only focused on the written product, but how the process of writing it. Harmer states that the writing process is a way of looking at what people do when they compose written text.<sup>3</sup>

Writing skill is very important to be learnt instead of speaking and reading skill. It is true that the writing skill follows speaking and reading, but it does not mean that the writing skill must be neglected until a large amount of oral work either

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<sup>1</sup> Pardiyono, *12 Writing Clues for Better Writing Competence*, (Yogyakarta: C.V ANDI OFFSET, 2006), p. 9.

<sup>2</sup> *Ibid*

<sup>3</sup> Jeremy Harmer, *How to Teach Writing* (New York: Longman Publish, 1988), p. 3.

in speech or in reading which has been done. In the other reason Hinkle states, “In academic courses such as history, sociology, business, or natural sciences at both the undergraduate and graduate levels, evaluations of non-native speaking students' academic skills are determined by their performance on traditional product - oriented language tasks - most frequently reading and writing.”<sup>4</sup>

Learning how to write in English is important for many language learners. In Indonesia, writing is the one of four skills as productive skill considered to be one of the difficult lessons especially for students in junior high school. Junior high school students are introduced to Genre or Text Types in learning English as the means of communication and information. Students in junior high school are expected to be able to express meaning in simple transactional and interpersonal written texts in the forms of recounts, narrative, procedure, descriptive, and report in daily life contexts.<sup>5</sup>

Recount text is the form of text that aims at retells some events in previous times; the sentences are usually organized according to time order or chronological order.<sup>6</sup> Many students find difficulties in learning recount paragraph. Students are still confused how to write recount paragraph. One of the difficulties which are faced by students in learning recount paragraph is lack of knowledge of the structure and grammar.

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<sup>4</sup> Eli Hinkle, *Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar* (London: New Jersey, 2004), p. 5.

<sup>5</sup> Depdiknas 2006 in Emi Emilia, *Teaching Writing: Developing Critical Learners*, (Bandung: Rizqi Press, 2010), p. 84.

<sup>6</sup> Anderson and Anderson in Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris*, (Bandung: Rizqi Press, 2010), p.74

The written language requires the essential element, the vocabulary and the sentence patterns. According to Williams, “Knowledge of grammar does play a role in writing. It provides information about form and function that enables students to study language and how we communicate. Grammar study gives us tools that allow for more effective in writing”.<sup>8</sup> This statement shows that knowledge of grammar in writing is important to make a good sentence.

The study of grammar provides us with the terminology we need to talk about language in an informed way. It enables us to analyze and to describe our own use of language, as well as other people. Nelson states, “In writing, knowledge of grammar enables us to evaluate the choices that are available to us during composition.”<sup>9</sup> By using the right grammar someone can express her feelings, ideas, or thoughts clearly, if there are some wrong uses of grammar, the sentences have difficult to be comprehended. Writing generally has longer sentences; two or three sentences in speech may become one sentence in writing.

Principally, in using language in writing especially grammar the learners make error such as Maicusi et al., explains,”Learners make errors in both comprehension and production, the first being rather scantily investigated. Children learning their first language (L1), adult native speakers, and second language learners; they all make errors, which have a different name according to the group committing the error.

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<sup>9</sup>Gerald Nelson, *English: an Essential Grammar*, First Edition (London: Routledge, 2001), p.1.

Children's errors have been seen as "transitional forms", the native speakers' ones are called "slips of the tongue" and the second language (L2) errors are considered "unwanted forms".”<sup>10</sup>

On the other hand, mistake or error can make teaching and learning better than before. Furthermore, Erdogan in Mersin University Journal of the Faculty of Education states, “...children learning their native tongue make plenty of mistakes is a natural part of language acquisition process.”<sup>11</sup> This proves that every student makes progress through the mistakes or errors they make in language acquisition. Therefore, the teacher should motivate the students to become more confident and not to be worried in making mistakes in learning English.

Accordingly, in teaching and learning process it is necessary to analyze the error in order to gain and reconstruct new language systems. The analysis will give the teacher description of language acquisition; error analysis also has given insights about the second language acquisition process, which results in major changes in teaching practice such as stated by Erdogan, “Error analysis enables teachers to find out the sources of errors and take pedagogical precautions toward them.”<sup>12</sup> The errors, however are very much like those students make when they learn their mother

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<sup>10</sup>Trianci Maicusi, et al., “*The Error In The Second Language Acquisition*”, Journal of Universidad de Malaga, No. 11, 1999, p. 168.

<sup>11</sup>Vacide Erdogan, “*Contribution of Error Analysis to Foreign Language Teaching*”, Mersin University Journal of the Faculty of Education, Vol. 1, 2005, p. 261.

<sup>12</sup> *Ibid.*, p. 262.

tongue. These types of error indicate that they are gradually building a second language rule system.

Consequently, error analysis on students' work will be useful and give some contributions to do teaching and learning process. Analyzing error is significant since this will lead to a greater understanding of the difficulties faced by students and perhaps assist in the development of pedagogic strategies. This difficulties can be used by the teacher to design the teaching instruction which focus on the students weakness and strength so that the teaching learning process can be implemented effectively.

Some errors made by the students are mostly related to gramatical rules. One of gramatical aspects which highly used incorrectly by the students is preposition. In English language, many prepositions are used in some sentences and they have the similar meanings in Indonesia. One of the highly used of grammatical rules in writing is the preposition. Some of the students are unable or confused to choose and use the right preposition in the sentences.

English has some prepositions that refer to position meaning, that if they are translated into Indonesia, they have the same meaning. Besides, each of prepositions has a various meaning and usages that make the teacher get difficulties to explain or teach. It is also impossible for students to learn a foreign language without making a mistake or errors. Because in learning foreign language, making errors is common,

acceptable, and important part in order to the teacher improves the teaching method and the learners getting feedback of the acquisition.

According to Frank, preposition is classified as a part of speech in traditional grammar. However, prepositions as well as conjunctions differ from other parts of speech. Preposition range in meaning from such definite semantic notions as time, place and direction, to such purely to structure meanings are those shaped by the subject,verb, complement relationship.<sup>13</sup> According to Foley and Hall, Preposition is a common cause of confusion for learners often because each preposition as a number of diferent uses. A preposition describes the relationship between two or more things. It can link nouns,verbs,or adjectives before the preposition with a noun or pronoun after it.<sup>9</sup>According to the statement above, it can be concluded that preposition is a words expressing relationship between two words (such as:noun or noun equivalent) which is placed in font of pronoun or noun.

Preposition has two functions the first is to connect the noun (all type of noun) to the rest of sentence. The second is to specify the position of the noun (persons or object).<sup>10</sup> It means that preposition is the link that connects the words and also preposition that show relationship between the nouns following them and one of the basic sentence elements: subject, verb,object, or complement.

The preposition of place“in”is used to indicate the position of object in a place or space.“At”is used to show right position or particular place where you to do something typical (watch a film,study,work).“On” is used to show that something in a position above something else and touching it.”Under”is used to show position under/lower/in the ground.“Over”is used to indicate the position of object on top, which is now significantly higher than the others, more than.“In front of“ is used to indicate the position of object is in front of an object or person,etc.“Behind”is used to indicate the position of object is behind other object.“Next to / beside”is used to indicate the position of the object on the side.“Between” is used to show two people or object.“Near” is used toindicate position near object that have a distance.”Above”is used to indicate something else, but not directly over not.”Across” is used to show one side to the other of something. The last, “From” is used to show the place where someone or something.<sup>11</sup> It is the function about preposition of place is used to show the relationship of place.

Based on the preliminary research that the researcher did at Senior High School 1 Seputih Agung on July, 31<sup>st</sup> 2017, the researcher gained some data from the interviews with English teacher, the researcher found that the motivation of the student to learn English is low. Besides, they were not active and not paying attention to the material in learning and teaching process. The teacher also said that the students' writing skill was still low.

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<sup>13</sup> *Ibid.*, p. 262.

When the teacher asked them to write, they got difficulties to express and develop their idea because they found difficulties to arrange their sentence. According to Mrs. Novi Suciati, M.Pd, that most of the students made some grammatical errors in their writing sentence especially using preposition in Recount Text. The students are still confused about the different concept of preposition in English and Indonesian.

Because of the explanation above, the researcher chose error analysis in using preposition in Recount Text. Therefore, the researcher has done a research entitled An Error Analysis of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung in The Academic Year Of 2017/2018.

## **B. Identification of the Problem**

Based on the research background, the researcher identified the problems as follows:

1. The students were still making errors in using preposition even though they were mastery enough in using preposition.
2. Some of the students were still confused on the different concept of preposition in English and Indonesian.

## **C. Limitation of the Problem**

To make the research paper is clearly understood by the readers, the researcher would like to limit the problem on the types and the uses of preposition of time and preposition of place by using surface strategy taxonomy to analyze errors in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

#### **D. Formulation of the Problem**

Based on the background of the research, the researcher formulated the formulation of the problem as follows: “What are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in The academic year of 2017/2018?”

#### **E. Objective of the Research**

In this research, the researcher has to attain the objective of the research. The objectives of the research was to know what are the types of error based on surface strategy taxonomi in using preposition in writing recount text at the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

#### **F. Use of the Research**

There are two major uses in this research they are theoretically and practically.

1. Theoretically



- a) The result of this study will enlarge the scope knowledge of using Preposition in Recount Text.
- b) It will be one of references for other researchers who will conduct the same object with different perspectives.

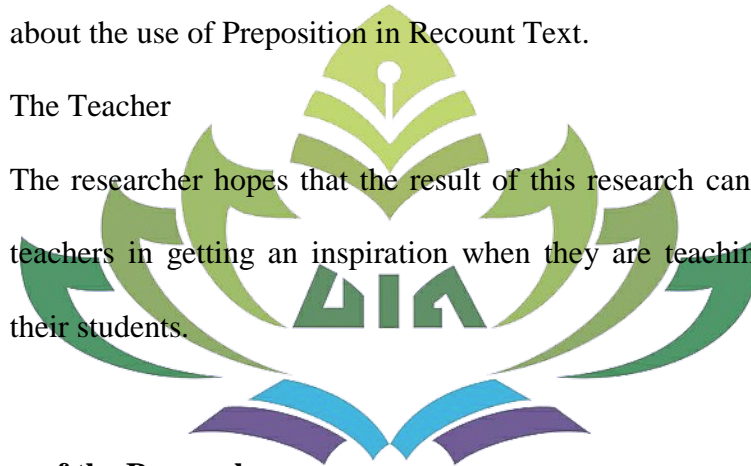
2. Practically

- a) The Researcher

By doing this research, the researcher can obtain better understanding about the use of Preposition in Recount Text.

- b) The Teacher

The researcher hopes that the result of this research can be useful for the teachers in getting an inspiration when they are teaching preposition for their students.



**G. Scope of the Research**

1. Subject of the Research

Subject of the research was students of the second semester of the tenth grade of Senior High School 1 Seputih Agung in the academic year of 2017/2018.

2. Object of the Research

Object of the Research was the students' grammatical error in using preposition in writing Recount Text.

3. Time of the Research

The research was conducted in the academic year of 2017/2018.

#### 4. Place of the Research

The research was conducted in Senior High School 1 Seputih Agung



## CHAPTER II FRAME OF THEORY

In the frame of theory, the researcher presents the theory of this research that helps the researcher doing the research. According to Geoffrey, et.al states that the primary purpose of a literature review is to help researchers become familiar with the work that already been conducted in their selected topic areas. Literature reviews are absolutely indispensable when planning a research study because they can help guide the researcher in an appropriate direction.<sup>1</sup>

### A. Concept of Language

There will be no interaction between two people if there is no language. Through language people can communicate one to another like expressing ideas, feeling and thoughts. It means language is very important to human life, because all interaction and activities run well with language. Language is a system of communication by sound, operating through the organ of speech and hearing members of given community, and using vocal symbols possessing arbitrary conventional meaning.<sup>2</sup>

Communicating one to another and expressing ideas both in speaking and writing are the function of language. Everyone, as human being, certainly needs this media in their daily social interaction. People have to use language that is considering

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<sup>1</sup> Geoffrey Marczyk, et. al., *Essential of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc, 2005), p. 33.

as a tool of communication if they would like to interact to other people. Language itself can be divided into two types, spoken and written language. Spoken language is used orally and written language is used aurally. On the other hand, people will get difficulties to do all of our activities without using language.

According to Brown, a consolidation of the definitions of language yields the following composite definition:

1. Language is a systematic and generative.
2. Language is a set of arbitrary symbol.

Those symbols are primarily vocal, but may also be visual. The symbols have conventionalized meanings to which they refer.

3. Language is used for communication.
4. Language operates in a speech community or culture.
5. Language is essentially human, although possibly not limited to humans.<sup>2</sup>
6. Language is acquired by all people in much the same way-language and language learning both has universal characteristics.<sup>3</sup>

From the statements above, it can be concluded that language is a symbol of word that is considered and operated arbitrarily within its own system of communication by sound, operating through the organ of speech and hearing

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<sup>2</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, Thid edition (New York: Prentice Hall Regents Englewood Cliffs, 1994), p.4.

<sup>3</sup>Ibid., p.5

<sup>4</sup>Jeremy, Harmer, *How to Teach Writing*(Malaysia: Longman, 2004), p. 31.

members of given community, and using vocal symbols possessing arbitraryconventional meaning to make people easier in conveying their message or make relation in interaction with the others in social environment.

## **B. Concept of Writing**

Writing is one of the skills to be achieved in English language learning. Writing has always formed part of the syllabus in the teaching of English. Writing has been characterized as a written thinking. The students should be encouraged to express their ideas, experiences, thoughts and feelings through writing.<sup>4</sup>

Although writing is clearly much more dependent on how effectively we use the linguistic resources of the language, it would be wrong to conclude that all the advantages are on the side of speech. While it is true that in writing we have the task of organizing our sentences carefully so as to make our meaning as explicit as possible without the help of feedback from the reader, on the other hand we do not normally have to write quickly: we can rewrite and revise our sentences until we are satisfied that we have expressed our meaning.

Equally, the reader is in a more privileged position than the listeners to some extent: he can read at his own pace and reread as often as he likes.<sup>5</sup>In a discussion of “species specific” human behavior, those human beings universally learn to walk and to talk but that swimming and writing are culturally specific, learned behaviors. We

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<sup>5</sup> Byrne, Donn, *Teaching Writing Skills*( Singapore: Longman, 1995), p.3.

learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literature society and usually only if someone teaches us.<sup>6</sup>

Writing in an activity of a researcher and the act of writing also helps to create new thoughts. Writing is a two-step process. First you figure out your meaning, then you put it into language: Figure out what you want to say; don't start writing till you do; make a plan; use an outline; begin writing only afterwards.<sup>7</sup> Finally, writing is task which is often imposed on us, perhaps by circumstances. This is not only has a psychological effect: it may also cause a problem in terms of content - what to say. Being at a loss for ideas is a familiar experience to most of us when we are *obliged* to write.<sup>8</sup>

From the definition above, the researcher concluded that writing is a way to produce language from our thought. By writing, we can express our idea, feeling and everything in our mind. It can be written on the paper or typed in the computer. Writing in an activity of a researcher and the act of writing also helps to create new thoughts. Writing is also an ability to make a form of words that has higher value. There are many aspects in writing. They will be used to give score in writing. The

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<sup>6</sup> H. Brown Douglas, *Teaching by Principles* (Prentice Hall Regents: United States, 1994), p. 319.

<sup>7</sup> Ibid., p. 321.

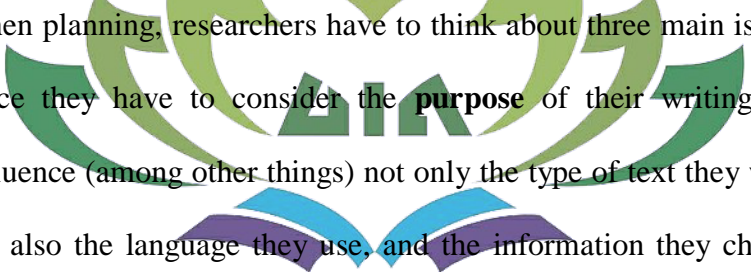
<sup>8</sup> Byrne, Donn, Op.cit, p.5.

good composition in writing should have these aspects. There are five aspects in writing, they are:<sup>9</sup>

1. Task Fulfillment / Content
2. Organization
3. Vocabulary
4. Language
5. Mechanics

There are the process in writing: <sup>10</sup>

1. Planning



When planning, researchers have to think about three main issues. In the first place they have to consider the **purpose** of their writing since this will influence (among other things) not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced researchers think of the **audience** they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language – whether, for example, it is formal or informal in tone. Thirdly, researchers have to consider the **content structure** of the piece - that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

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<sup>9</sup>Christopher Tribble, *Writing* (Oxford University Press, 1996), p. 129.

<sup>10</sup>Jeremy Harmer, *Op.cit*, p. 4-5.

## 2. Drafting

We can refer to the first version of a piece of writing as a **draft**. This first ‘go’ at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

## 3. Editing ( reflecting and revising )

Once researchers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Perhaps the order of the information is not clear. Perhaps the way something is written ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled researchers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in the process. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

## 4. Final Version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have



changed in the editing process. But the researcher is now ready to send the written text to its intended audience.

There are three steps how to write well:<sup>11</sup>

### 1. Selecting Your Subject

Whether you are responding to an assignment or creating your own, you need to follow certain measures if you are to find an appropriate subject.

### 2. Analyzing Your Audience

You have to decide which group would make the best audience for your writing. That decision, like the decision about subject, has to be made in the context of the complete writing situation.

### 3. Determining Your Purposes

Writing is both a procedure for demonstrating what you know and a procedure for discovering what you know. For that reason, you must maintain a kind of double vision of your purpose. First, you must think of it as a preliminary objective that helps illuminate the decisions you have to make. You must actually discover your purpose. Second, you must think of it as a final assertion that helps implement what you intend to do in your writing. You have discovered your purpose, and from that point you use it to guide all aspects of your writing.

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<sup>11</sup>McCrimmon. M. James, *Writing With a Purpose*, (Boston: Houghton MifflinCompany, 1984), p.14-15.

### **C. Importance of Writing**

Writing, as one of the language skills, has given an important contribution to human work. There are so many records of recent activities that we can read today, which can also be read in the future. Some important features of writing activities that are usually done by people are as follows:

1. Teachers write some important things on the black board, or students may write some notes that are dictated by the teacher
2. Lots of people who are going to apply for job in offices write application letters. Today, many companies ask applicants to write their forms in English. An applicant must be fluent both in spoken and written English
3. Many organizations or foundations get offers from foster parents from foreign countries for some students who have good achievement in their study. The student who is going to be selected is asked first to write an essay in English about their country (in this case Indonesian students). For those who get the opportunity to win the selection are asked to write in English to their foster parents at least once a month; therefore, they need to have ability to write in an acceptable English.

### **D. Concept of Recount Text**

#### **1. Definition of Recount Text**

Recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so

the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.<sup>12</sup>

Anderson and Anderson stated that recount text is a piece of text that retells past event, usually in the order in which they occurred.<sup>13</sup> Its Purpose is to provide the audience with a description of what occurred and when it occurred. It means that this text gives description to the audience about past event. The purpose of literary/ story recount is to tell a sequence of events so that it can entertain and inform the readers.

Moreover, Hyland stated that recount text is reconstructed past experience by retelling events in original sequences.<sup>14</sup> In this case, the text retells about the real context that happened in the past based on original sequences, so it must be arranged systematically of events that occurred. In other words, Corbett and Strong said that recount text should be a retelling of events that have actually happened. It is similar by the experts that have mentioned above. From all definition above, researcher concluded that recount text is a kind of the text that gives information into

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<sup>12</sup>Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p.14.

<sup>13</sup>Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra :McMillan, Educational PTY LTD, 1998), p.24.

<sup>14</sup>Ken Hyland, *Second Language Writing* (Cambridge : Cambridge University Press, 2003,p.20.

chronologically of what had happened.<sup>15</sup> The purpose are to inform and entertain the readers about the description that happened in the past.

It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

## 2. Generic Structure of Recount Text

### a) Orientation

In which the researcher tells the audience about who the character in the story are, where the story is taking place, and when the action is happen. (can be paragraph, a picture or opening chapter)

### b) Events

The main important activities or events that occurred in that story. The function is to give more explanation of the orientation.

### c) Re-orientation

A conclusion of story. In other words this is a kind of the text that saying about how a thing in the past happens in chronologically and also saying about a feeling of that things. Some recount have an evaluative comment or conclusion which may constitute the writers

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<sup>15</sup>Pie Corbett, Julia Strong, *Talk For Writing Across The Curriculum*, (New York : McGraw Hill, 2011), p.49.

comment on event described previously, but this is just optional. The conclusion is written in the last paragraph, and because this part is optional, some recount may not have this conclusion paragraph.<sup>16</sup>

### 3. Language Features

Joyce and Fee suggest that recount have some linguistic features as listed below:

1. Specific often individual participants with defined identities. Major participants are human, or sometimes animal with human characteristic.
2. Mainly use action verb (material processes) that describe what happen.
3. Many narratives also use thinking verbs (mental process) that give us information about what participants are thinking or feeling, such as wondered, remembered, thought, felt, disliked.
4. Dialogue often includes and uses a number of saying verb (verbal process) such as said, asked and replied.
5. Descriptive language is used to enhance and develop the story by creating image in the reader's mind.
6. Can be written in the first person (I, We) or third person (He, She, They)<sup>17</sup>

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<sup>16</sup>Beverly Derewianka, *Exploring How Texts Work*, (Newtown: Primary English Teaching Association, 1990), p.14.

<sup>17</sup>H. Joyce & S. Feez, *Writing Skill: Narrative and Non-fiction Text Types*. (Sydney: Phoenix Education Pty Ltd, 2000), p.37.

Based on the statement above, the researcher concludes that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

#### **E. Error and Mistake**

In learning process, students often make error and mistake to achieve language acquisition, but to distinguish between error and mistake are rather difficult. In other word the definition of error according to Dulay, Burt and Krashen, “Error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter - language competence of the learner.”<sup>18</sup> Furthermore, in Longman dictionary is stated, “Error (in the speech or writing of a second or foreign language learner), the use of a linguistic item (e.g. a word, a grammatical item, a Speech Act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. A distinction is sometimes made between errors, which resulted from incomplete knowledge.”<sup>19</sup> From the definition above, it can be defined that error is deviation the use of a linguistic items happened on learners either native speaker or foreign learner that they cannot correct the deviation by themselves.

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<sup>18</sup>Dulay, et. al., *Language Two* (New York: Oxford University Press, 1982), p.1.

<sup>19</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition (Malaysia: Pearson Education, 2002), p. 184.

While mistake according to Longman dictionary is defined as, “Mistake made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.”<sup>20</sup> Then, according to Corder quoted by Dulay et al., “Performance errors have been called “mistakes” while the term “errors” was reserved for the systematic deviations due to the learner’s still developing knowledge of the second language rule system.”<sup>21</sup>

Those are definitions of mistake which can be pointed out that mistake is an imperfection resulting in producing language performance because of slip of tongue, fatigue, or carelessness of the learners either native speaker or foreign learner. In addition, to have the conclusion the researcher would be present the statement about error and mistake, according to Brown he states, In order to analyze learner’s errors in a proper perspective, it is crucial to make a distinction between mistakes and error. A mistake refers to a performance error that is either a random guess or a ‘slip’, in that it is a failure to utilize a known system correctly, and an error is a noticeable deviation from the adult grammar of a native speaker reflecting the interlanguage competence of the learners.<sup>22</sup>

Meanwhile, the explanation according to Dulay et al., they state, The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In

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<sup>20</sup>*Ibid.*, p. 5.

<sup>21</sup>Dulay et al., *Op. Cit.*, p. 139.

<sup>22</sup> H. Douglas Brown, *Principle of Language Learning and Teaching* (Englewood Cliffs: Prentice Hall, 1980), p. 165.

order to facilitate reference to deviation that have not yet been classified as performance or competence errors, we do not restrict the term “error” to competence based deviations. We use error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.<sup>23</sup>

In this research, practically, the researcher holds on the idea proposed by Dulay et.al. as the basis of determining the deviations produced by the subjects. It is not really important to understand the students’ mistake in learning language, since it was because of the students’ lack of knowledge. However, errors are not always bad, rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Errors may also help to better understand the process of second and foreign language acquisition. Therefore, the researcher will consider all of students’ deviation in doing test of the preposition use as error not a mistake.

## **F. Error Analysis**

Human learning is fundamentally a process that involves the making of mistakes and errors. For instance, if the learners are learning English the learners always make some mistake and some errors, so the learners must try to correct them

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<sup>23</sup>Dulay, et al., *Loc. Cit.*



by asking the other person who has mastered English well to analyze the learner error. In Longman Dictionary the words error analysis identify as:

Error analysis is the study and analysis of errors made by second language learners.

Error analysis may be carried out in order to:

1. Identify strategies which learners use in language learning
2. Try to identify the causes of learner errors
3. Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.<sup>24</sup>

Furthermore, error analysis becomes part of the methodology of language learning that is learnt to help the student's difficulties. According to Tarigan the steps of errors analysis are as the following:

1. Collection the data of errors.
2. Identifying the errors.
3. Considering the order of error types.
4. Classifying the errors.
5. Estimating the areas of errors.
6. Correcting the errors.<sup>25</sup>

According to Mihalache, the methodology of error analysis has generally followed a uniform method of investigation consisting of the following steps:

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<sup>24</sup> Jack C. Richards and Richard Schmidt, *Op. Cit.*, p. 185.

<sup>25</sup> Henry Guntur Tarigan, *PengajaranRemediBahasa* (Bandung: Angkasa, 1990), p. 7.

1. Collection of data (either from “free” compositions by students on a given theme or from examination papers)
2. Identification of errors (labeling the exact nature of the deviation, e.g. dangling preposition, anomalous sequence of tenses, etc.)
3. Classification into error types (e.g. errors of agreement, articles, verb forms, etc.)
4. Statement of relative frequency of error types
5. Identification of the areas of difficulty in the target language
6. Therapy (remedial drills, lessons, etc.)

While the above methodology is roughly representative of the majority of error analyses in the traditional framework, the more sophisticated investigations went further, to include one or both of the following:

1. Analysis of source of the errors (e.g. mother tongue interference, over generalization, inconsistencies in the spelling system of the target language, etc.)
2. Determination of the error in terms of communication, norm, etc.<sup>26</sup>

By using error analysis in analyzing the learner’s errors, it will be found the description of errors by which it can be used as feedback by the teacher to decide the follow up. Corder, “Error has two main functions, they are:

1. To investigate the language learning process

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<sup>26</sup> Roxana Mihalache, “*Contractive Analysis and Error Analysis*”, Journal of Matelse Education Research, 1999, Vol. 2, No. 2, p. 1076-1077.

2. To show whether it is necessary or not for the teacher gives remedial teaching.”<sup>27</sup>

Therefore, the teacher needs error analysis to analyze carefully the students' errors of constructing the new language system (English language) and give feedback on those errors properly. The practical use of error analysis is very significant both to the teacher and the learner. For the teacher, he can analyze the learner's error and corrects the error that made by the learners. For the learners the practical uses of error analysis can facilitate them in improving the English mastery.

#### **G. Concept of Taxonomies in Error Analysis**

Error actually cannot be separated from language learning. Its happen in speech as well as writing. Therefore, some linguistics are encourage to study about errors made by the language students. In accordance with error classification, there are four most useful and commonly used bases for the descriptive classification of error, there are:

1. Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both of the language components (phonology, syntax, morphology, semantic

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<sup>27</sup>S. Pit Corder, *Error Analysis And Interlanguage* (Oxford: Oxford University Press, 1981), p. 45.

and lexicon, discourse) and the particular linguistic constituent that the error affects.<sup>28</sup>

## 2. Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language and certain other type of contraction.<sup>29</sup> in this study, the errors made by the children leaning the target language as their first language and equivalent phrases or sentences in the learner's mother tongue.

## 3. Communicative Effect Taxonomy

The communicative effect taxonomy, this taxonomy is focus on the effect of the errors have on the learner or reader. This taxonomy is focus on errors that caused of miscommunication.<sup>30</sup>

## 4. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform item or misorder them.<sup>31</sup>

Based on the theory above, the researcher focused on the Surface Strategy Taxonomy by Dulays' theory that consists of omission, addition, misformation, and misordering error.

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<sup>28</sup>Dulai et al., *Op Cit.*, p. 146-150.

<sup>29</sup>*Ibid.*, p. 150-163.

<sup>30</sup>*Ibid.*, p. 163-172.

<sup>31</sup>*Ibid.*, p. 189-193.

## H. Concept of Surface Strategy Taxonomy

The definition of surface strategy taxonomy according to Dulay, et. al. is explained that a surface strategy taxonomy highlights the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.<sup>32</sup> Thus, there are four types of errors based on the surface strategy including, omission, addition, misformation and misordering. Furthermore, Dulay, et. al, explains that in analyzing errors from a surface strategy perspective hold much promise for researchers concerned with identifying cognitive processes that underlie the learner's errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.<sup>33</sup> This statement shows that using surface strategy taxonomy in analyzing learner's error is very useful. From the analyzing the teacher will know where the learners have most difficult.

### 1. Omission

According to Dulay, et. al., "Omission errors are characterized by the absence of items that must appear in well-formed utterance"<sup>34</sup> This statement can be implied that omission error happened in missing particular morpheme or word in well-form of sentence.

Examples:

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<sup>32</sup>Dulay et. al., *Op. Cit.*, p. 150.

<sup>33</sup>*Ibid.*

<sup>34</sup>*Ibid.*

*Incorect: "I asked him go to library"*

*Correct : "I asked him to go to library"*

In the utterance of proposition above, the sentence *I asked him go to library* is incorrect because there is omission of *to* in that sentence. In the well utterance it should be *I asked him to go to library* because in preposition construction need to embed *to*.

## 2. Addition

Addition errors are the opposite of omission errors. Dulayet. al., states that Addition errors are characterized by the presence of an item, which must not be present in a well-formed utterance. Addition errors usually occur in the late stages of L<sub>2</sub> acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules.<sup>35</sup>

Examples:

*Incorrect : "We discussed about our homework"*

*Correct: "We discussed our homework."*

In utterance of indirect speech above, it is incorrect because there is inclusion of preposition "*about*" in the sentence construction, the sentence *We discussed about our homework* kit should be *We discussed our homework* .The additional "*about*" is unnecessary, because without "*about*" the sentence is complete.

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<sup>35</sup>*Ibid.*, p. 156.

### 3. Misformation

According to Dulay, et. al., “Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure.”<sup>36</sup> This implied that misformation error appears when the learners misform, either, morpheme, word or structure in well utterance.

Examples:

*Incorrect : “I was born in 24 May 2000”*

*Correct : “I was born on 24 May 2000”*

In utterance of sentence above, it is incorrect because there is misformation error of *I was born in 24 May 2000*. In this sentence, the word “in” is used to indicate the place not to show the time. It should be *I was born on 24 May 2000*.

### 4. Misordering

The fourth type of error based on surface strategy taxonomy is misordering errors. Dulay, et. al., states that misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>37</sup> Thus, misordering error appears when the learners misplace the word or morpheme.

Examples:

*Incorrect: “I do not know where is the Dean office”*

*Correct : “I do not know where the Dean office is.”*

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<sup>36</sup>*Ibid.*, p. 158.

<sup>37</sup>*Ibid.*, p. 162.

In the utterance above, the sentence *I do not know where is the Dean office* is incorrect because it is misordering the word *is*. The correct sentence is *I do not know where the Dean office is* because it is not interrogative sentence, so the auxiliary verb should not be placed before subject.

## I. Concept of Preposition

### 1. Definition of Prepositions

Learning preposition is difficult because almost every definition for a preposition has exceptions.<sup>38</sup> Kon states that Prepositions are the words that show time, position, and direction and they are usually placed before nouns/pronouns.<sup>39</sup> Next, according to George and Julia Prepositions is called the biggest little words in English, but they have very important functions in a sentence.<sup>40</sup> Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the noun following them and one of the basic sentence element, they are subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition between their objects and other parts of the sentence.

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<sup>38</sup> Michael A. Pyle And Mary Ellen Munoz, *Cliffs Toefl Preparation Guide Fourth Edition* (Singapore: John Wiley & Sons (SEA)Pte.Ltd,1991), p. 210

<sup>39</sup>T.S. Kon, *Practical English Usage 3*(Jakarta; Binarupa Aksara, 1991), p. 147.

<sup>40</sup>George E. Wishon - Julia M. Burks, *Op.Cit.*, p. 288



## 2. Types of Preposition

A highly detailed explanation of all prepositions would be fruitless in a text on grammar, since such an explanation would have to include many items that more properly belong in the vocabulary of the language than in the grammar of the language. The following list will therefore give only the more common meanings that preposition can have. Many of these meanings correspond to the adverbial meanings already given in the chapter on adverbs. Some meanings however are common only to preposition.<sup>41</sup>

Lingga states that there are types of relationships that are expressed by the preposition.<sup>42</sup>

### a. Preposition of place or position

It is the kind of preposition, which is used to indicate the relationship of place about, above, across, among, under, beside, between, by, near, from, on, at, in, to, through, towards, etc.

Example: *The clock is on the wall. They are in the classroom. She sat beside son during the party.*

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<sup>41</sup>Marcella Frank, *Modern English a Practical Reference Guide*(New Jersey : Prentice-Hall ,Inc ,Englewood Cliffs,1972),p.163.

<sup>42</sup>Hotben D. Lingga, *Advance English Grammar for TOEFL Preparation* (Jakarta : Puspa swara,2007),p.104.

b. Preposition of Time

It is kind of preposition which is used to indicate the relationship of the time. At, on, after, before, behind, since, from, during, until, with, pending, etc.

Example: *You can call me at ten o'clock. I like to drink coffee in the morning. I can you during the week*

c. Preposition of Direction

It is the kind of preposition which is used to show the relationship of direction movement in regard to a point, to-from, toward, around, through, to-from, etc.

Example : *The bird flew through the open window. He always walks to school from his home. The pilgrims headed toward Mecca. The ship sailed around the island.*

d. Preposition of Manner

It is the kind of preposition which used to indicate the relationship of manner.

Example : *He goes to school by bus. He writes with a pen.*

3. Functions and Formsof Prepositions

Beside connecting a noun or a pronoun to another word, preposition has also a function to connect a noun, verb or adjective. A preposition may combine with a verb to form a new vocabulary. The form of prepositional used with the verb

may be referred to as an adverb. A prepositional adverb is called generally as particle. The verbs in such combinations are mostly one-syllable words, the most common preposition are those denoting place: in, out, on, off, over, up, down, through. Certain verbs combine with prepositions that merely intensify the action of the verb or that emphasize the completion of the action. For example: eat up, finish up, clean up, drink down, add up, type up, fasten down, gather in, freeze over.<sup>43</sup> Some prepositions also followed by certain adjectives in fixed way.<sup>44</sup> It means that the certain preposition could not be changed by the other prepositions to follow the certain adjectives. For example: She is *fond of* her cat. Preposition “of” follows the adjective “fond”. We can not use any other preposition after this adjective.

Every preposition does not have any special inflectional or derivational endings. They must be learned from a closed list. Although no new prepositions are being coined, as in the case of other parts of speech, some adverbs and participles have been drawn upon for further use as prepositions. Most of prepositions are short words, usually consisting of one or two syllables. Sometimes two short prepositions are joined into a one-word compound (into, within, upon), or two or more separate words function together as a phrasal preposition.

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<sup>43</sup>*Ibid.*, p. 171-177.

<sup>44</sup>T.S. Kon, *Op.Cit.*, p. 155.

- 1) One-word prepositions: abroad, about, across, after, against, alongside, amid (or amidst), among, around, at, atop (U.S journalistic uses *on top of* is more common), before, behind, below, beneath, beside, between, beyond, but, by, despite, down, during, except, (for), for, from, in, inside, less, like, minus, near, of, on, opposite, out (of), outside, over, past, per (meaning *for each*), plus, re (or *in re* meaning with reference to), since, through, throughout, till, to, toward(s), under, underneath, until, up, versus (meaning *against*), via (meaning *by way of*), within, without.<sup>45</sup>
- 2) -Ing participles used as one-word prepositions: barring, concerning, considering, during, excepting, excluding, including, notwithstanding, pending, regarding, respecting, saving, touching.
- 3) Two-word prepositions
- a) OF as the second element: ahead of, a propos of (meaning *with reference to*), because of, east (or north, west, south) of, exclusive of, inclusive of, instead of, irrespective of, regardless of, short of.
  - b) TO as the second of element: according to, antecedent to, as to, contrary to, counter to, due to, next to, on to (also *onto*), owing to, previous(ly) to, prior to, pursuant to, relative to, subject to, subsequent(ly) to, thanks to, up to.
  - c) WITH as the second element: along with, concurrently with, together with.

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<sup>45</sup>Marcella Frank, op.cit., p. 200-201

- d) FOR as the second element: as for, but (for), except (for), save (for).
  - e) FROM as the second element: apart from, aside from, away from.
  - f) UP as the first element: up against, up at, up till, up until, up to.
- 4) Three or four-word prepositions: by dint of, by means of, by order of, by reason of, by virtue of, by way of, at the cost of, at the hands of, at the point of, at the risk of, with reference to, with regard to, with respect to, with the exception of, with the purpose of, with an eye to, with a view to, for fear of, for lack of, for want of, for the benefit of, for the purpose of, for the sake of, on account of, on behalf of, on pain of, on the face of, on the occasion of, on the part of, on the point of, on the strength of, on the top of, as a consequence of, as a result of, in accordance with, in addition to, in advance of, in back of, in care of, in case of, in comparison with, in connection with, in contrast with, in favor of, in front of, in lieu of, in proportion to, in regard to, in respect to, in return for, in spite of, in (the) course of, in (the) event of, in (the) face of, in (the) light of, in (the) process of, in the middle (or midst) of.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presented the research methods that deal with research design, place of the research, subjects of the research, data collection, procedure of the research, trustworthiness of the data, and data analysis.

#### A. Research Design

The strategy of the research used in this research was descriptive qualitative research. This strategy tried to solve the problem having actual characteristic in this time. Descriptive studies are designed to obtain information concerning status of phenomena. Arikunto stated that descriptive research purpose is to describe the situation or status of phenomena.<sup>1</sup> Because of this characteristic the researcher did not use the hypothesis as temporary answer to solve the problem. Besides, Arikunto also states that descriptive research is the research of non-hypothesis, so in doing research the researcher is unnecessary to formulate the hypothesis.<sup>2</sup>

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Second Edition (Jakarta: Rineka Cipta, 1993), p. 209.

<sup>2</sup>*Ibid.*, p. 208.

Therefore, in this research the researcher used descriptive research to gain description of status of phenomena that appear in the current situation. This current research was in an attempt to portray the present state of errors in using preposition in writing Recount Text at the second semester of the tenth grade of senior high school 1 Seputih Agung in the academic year of 2017/2018.

### **B. Place of the Research**

In this research, the researcher had conducted the research in Senior High School 1 Seputih Agung in the Academic Year of 2017/2018.

### **C. Subjects of the Research**

In determining the subject of the research the researcher used purposive sampling technique. According to Sugiyono, "Purposive sampling is a technique of taking sample as the source of the data by considering something. Considering something here is like someone who understand about what will the research willing, or may his/her authority so that the researcher will be easily to search object or social situation of the research."<sup>3</sup> Therefore in this research, the researcher chose the subjects of the research from the students of Senior High School 1 Seputih Agung by using purposive sampling technique focused on the students who ever learnt the use of preposition.

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<sup>3</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, Eleventh Edition (Bandung: Alfabeta, 2010), p. 300.

Meanwhile, the subjects of the research were the tenth grade of senior high school. There were six classes which consist of 152 students. The average score of each class can be seen in the following. Table 1:

**Table 1**

**The Students' Average Score of English Subject at the tenth Grade of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018**

No	Classes	Number of Students	Average score
1	X1	26	70
2	X2	25	73
3	X3	27	70
4	X4	25	68
5	X5	25	71
6	X6	24	70

*Source: The English Teacher of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018*

From table 1, there was one class that got scores above the criteria of minimum mastery (KKM) which is 69, it is X4. Then, the researcher chose X4 as a research subject because from the data in table 1 that researcher got in preliminary showed that class X4 have under standard score at most and the chance to make error in this class was greater than other class.



#### **D. Data Collection**

According to Sugiyono, he explains that the researcher in qualitative research is as human instrument, the function is determining the focus of the research, choosing participants as the source of the data, doing the collection of the data, assessing the quality of the data, analyzing of the data, interpreting the data and making conclusion about the result of the research.<sup>4</sup> Because of the statement above the researcher developed the instrument of the research involved documentation and interview to get data from the subjects.

Documentation was used to know the types of errors in using position in writing Recount Text made by the students. In this research, the researcher asked the students to write Recount Text. After the students finish doing writing Recount Text, the students' work submitted to the researcher. Then, the researcher took those students' works as the researcher documentation.

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<sup>4</sup>*Ibid.*, p. 306.

**Table 2**  
**Documentation Form**  
**(Types of Errors in Using Preposition in Writing Recount Text)**  
 -Based on the Number of Sample-

No	Error Sentences	Sample	Type of Error
1.	1.	1.	1.
2.	2.	2.	2.
3...	3...	3...	3.

**Table 3**  
**Documentation Form**  
**(Types of Errors in Using Preposition in Writing Recount Text)**  
 -Based on the Type of Error-  
**Omission**

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Omission
2.	2.	2...	Omission
3...	3.	3...	Omission

### **Addition**

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Addition
2.	2.	2...	Addition
3...	3.	3...	Addition

### **Misformation**

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Misformation
2.	2.	2...	Misformation
3...	3.	3...	Misformation

### **Misordering**

No	Error Sentences	Sample	Type of Error
1.	1.	1...	Misordering
2.	2.	2...	Misordering
3...	3.	3...	Misordering

The researcher also conducted interview to support data from the result of the documents. The definition of interview according to Longman Dictionary is, “A conversation between an investigator and an individual or a group of individuals in order to gather information.”<sup>5</sup> More about interview Fock explains,

“The interview is an important data gathering technique involving verbal communication between the researcher and the participant. Interviews commonly used ... in descriptive studies. There is a range of approaches to interviewing, from completely unstructured in which the participant is allowed to talk freely about whatever they wish to highly structure in which the participant responses are limited to answering direct questions.”<sup>6</sup>

From those statements that the interview must have a conversation, then to make conversation in getting information, the researcher gave the question to the participant. According to Lodico, there are five types of interview; they are one-to-one, group interview, structured interview, semi structured interview, and unstructured interview.<sup>7</sup> In this research, One-on one interview was used to ensure the source of students errors. One-on one interview is the one of the interview types, where the researcher asks questions to the interviewer and records answers from only

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<sup>5</sup> Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition (Malaysia: Fekingham Photosetting Ltd, 2002), p. 271.

<sup>6</sup> Nick Fock, *Using Interviews in Research Project* (University of Sheffield: School of Health and Related Research, 2009), p. 4.

<sup>7</sup> Marguirite Lodico, *Methods in Educational Research* (USA: Wiley Inprint, 2010), p.139

participant in the study at a time. To avoid misunderstanding and made students answered to the questions more easily, the questions were delivered in Indonesian.

### **E. Procedure of the Research**

In doing the research, the researcher used the procedures of the research as follow:

- 1) Asking permission to the headmaster of Senior High School 1 Seputih Agung
- 2) Consulting to the English teacher at Senior High School 1 Seputih Agung
- 3) Selecting the subject of research. The subject of the research was from X4 class of tenth grade in the second semester as the sources of data.
- 4) Collecting the data. The data was collected the writing Recount Text from the subjects and used it as the main data.
- 5) Doing the interview. The researcher did the interview for five people chosen randomly. The researcher used interview to support the data gather from the documentation of using preposition in Recount Text. Then, the researcher used the data to identify the sources of error made by the students in preposition.
- 6) Analyzing the data. The researcher analyzed the data using identifying and signifying, classifying, calculating, reducing and displaying the data, in determining the type of error based on surface strategy taxonomy.
- 7) Making conclusion. The researcher made conclusion of the result in doing research.

- 8) Reporting the result of the research. The researcher reported the result of the research in the form of a thesis.

### **F. Trustworthiness of the Data**

Although a qualitative research was a subjective research, the researcher should serve the data as real as possible. Here, the validity of the data should be kept to get accurate conclusion. Validity depends not only on the data collection and analysis but also on the way conclusion is stated and communicated. In addition, to maintain the validity and to obtain valid and accurate data, the researcher uses triangulation.

According to Wiersma quoted by Sugiono, “triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.”<sup>8</sup> It can be said that triangulation is a technique that measure trustworthiness of the data using more than one sources or techniques.

In this research, the researcher used triangulation of sources. Triangulation of sources means that the data already obtained will be checked by multiple sources. In this research, the data already obtained would be checked by the researcher herself, advisor and co-advisor. By applying this triangulation, the researcher expected the

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<sup>8</sup>Sugiyono, *Memahami Penelitian Kualitatif*, Ninth Edition (Bandung: Alfabeta, 2014), p. 127.

result of this research were consistent for the data because the data was analyzed more than one sources.

## G. Data Analysis

Data analysis was the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.<sup>9</sup> This following figure illustrates the component of data analysis by Miles and Huberman:

### 1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data reduction the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>10</sup> In this case, the researcher selected all of the data which obtained from documentation form. There was some answer sheet from the students about narrative text. To find the errors, each sentence of students will be read. The researcher used the following steps: firstly, underlining the error items, secondly signifying them using certain codes. The codes used in this research are as follow:

(1) stands for omission errors

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<sup>9</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis* (London: Sage Publications, 1994), p. 12.

<sup>10</sup> *Ibid*, p. 10.

(2) stands for addition errors

(3) stands for misinformation errors

(4) stands for misordering errors

And then, the researcher also identifying whatkinds of preposition that used to indicate the relation of place and time in using preposition in writing Recount Text.

## 2. Data Display

After reducing the data, the next activity was displayed the data to be meaningful. Data display has been done by Recount form, table, graphic and others. Through the presentation of these data, the data organized, arranged in a pattern of relationship, thus it will be more easily understood.<sup>11</sup> It can be said that the data have beendescribed in the form of table, in order to be meaningful and be more easily understood. The researcher havealso arranged the data displaying of interview.

## 3. Conclusion Drawing

The last step of analyzing the data is conclusion drawing or verification.<sup>12</sup> After analyzing the data, the researcher made a conclusion about the errors in using preposition in writing Recount Text and the kinds of preposition which used to indicate the relation of place and time in using preposition in writing Recount Text.

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<sup>11</sup>Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif dan R n'D*, (Bandung: Alfabeta, 2012), p. 341.

<sup>12</sup>Matthew B. Miles and A. Michael Huberman, *Op Cit*, p. 11.



It can be concluded that there were three steps in qualitative research for reporting the result. The first step was data reduction that researcher summarizes the data, selects the key points and focuses on the things that were important. The second step was data display which has been described in the form of data table in order to be meaningful and be more easily understood. The last was conclusion drawing that the researcher concluded the data after analyzing it.



## **CHAPTER IV RESULT AND DISCUSSION**

The purpose of this research is to gain a description of errors in term of the error types and the sources of error in using preposition. In the error types based on Surface Strategy Taxonomy, there are four types of error: omission, addition, misformation, and misordering. In this chapter, the researcher would like to present the result and discussion of the research.

### **A. Description of the Place of the Research**

Senior High School 1 Seputih Agung is located in Jln. Panca Bhakti, Simpang Agung, Kabupaten Lampung Tengah, Lampung 34166. Besides, it was built in 1997 and finished in 1999, the legalization letter is from the Minister of Education and Culture of Indonesia Number: 291/O/1999 on 20 October 1999.

In the Academic year of 1999/2000, Senior High School 1 Seputih Agung received the students in the first time when the principle was Drs. Djamhari Rahmadi and the vice principle was H. Albar Makki who had duration of work on 18 July 1999 to 31 October 2001. Furthermore, here is the change of principles of Senior High School 1 Seputih Agung:

**Table 04**  
**Principles of Senior High School 1 Seputih Agung**

No	Name	Period
1	Drs. Djamhari Rahmadi	18 July 1999 – 31 October 2001
2	Drs. H. Rusman	1 November 2001 – 1 February 2004
3	Drs. H. Bagaskoro	20 February 2004 – October 2005
4	Drs. Robert Reberson Sinaga	1 October 2005 – 1 December 2010
5	Drs. Widi Sutikno, MM	December 2010 – April 2015
6	Drs. Siswanto, MPd	19 April 2015 – Now

*Source: Senior High School 1 Seputih Agung*

A number of teachers at Senior High School 1 Seputih Agung are 71 teachers. It consists of 24 males and 47 females in the academic year of 2017/2018. Clearly, the teachers of Senior High School 1 Seputih Agung can be seen as follow:

**Tabel 5**  
**Teachers of Senior High School 1 Seputih Agung in the Academic Year of 2017/2018**

No	Status	Education carrier				Sum
		S <sub>2</sub>	S <sub>1</sub>	D <sub>1</sub>	D <sub>3</sub>	
1	Official Teacher	9	41	-	1	51
2	Not official Teacher	-	13	3	4	20
Sum		9	54	3	5	71

*Source: Senior High School 1 Seputih Agung*

## **B. The Result**

This study was aimed at finding the Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung. After collecting the data from the students, researcher analyzed, underlined and identified student's sentences that contained preposition errors. The instrument of this research was students' task.

The researcher took students' task in using preposition of time and place. The researcher analyzed students' error in narative text in using preposition of time and place based on Surface Strategy Taxonomy. As previously informed that there were four types of errors according Surface Strategy Taxonomy, they were omission, addition, misformation, and misordering.

In collecting the data, the researcher used documentation. Document is the transcript of phenomenon. After checking the students' result of writing, it was found that there were 10 items of omission error, 18 items of addition errors, 29 items of misformation errors and 4 items of misordering errors. There are several examples of errors made by students in using preposition of place in descriptive text writing.

## 1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The following data are represented as examples of omission errors types.

- a) I started my first playgroup Ibnu Rasyd
- b) I will continue university
- c) My father from java
- d) I like playing football in front my house
- e) My class next to library

The sentence in example (a) above the students omitted a preposition of place *in* before the word *Ibnu Rasyd*. In example (b) the students also omitted preposition of place *to* before the noun *University*. The preposition must appear because it showed the place. In sentence (c) the student omitted the tobe of *is*. In example (d) the students omitted *of* before the word *My house*. In the last example (e) the students omitted preposition of place *is* before the word *Next*. All of the data can be seen in (Appendix 4).

The items above are incorrect form and should be added by some items to make it in well-form. Here is each revised version for missing items in those examples:

- a) I started my first playgroup in Ibnu Rasyd
- b) I will continue to university

- c) My father is from Java
- d) I like playing football in front of my house
- e) My class is next to library

## 2. Addition

The type of this error is the opposite of omission error. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. To make it is clearly, the following data are represented as examples of addition errors.

- a) I entered in the class
- b) When until now I sit in senior high school
- c) In everymorning, I help my mother
- d) I visit to museum

For the example: (a and e) the students added the word *in* which is not needed in these sentences. In sentence (b), the word *when* should be omitted to make the correct form of sentence. While in example (c) the students added the word *in* before *everymorning* which is incorrect. And the last example of (d), the word *to* should also be omitted.

The items above are incorrect form and should be omitted from the sentences to be well-form. The revise version is represented in the following sentences.

- a. I entered the class
- b. Until now I am in senior high school
- c. Every morning, I help my mother
- d. I visit museum

### 3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are examples of misformation represented here.

- a) I cried in 7 day
- b) I was born from a small family
- c) She is my friend at the class
- d) I live at simple house
- e) I like study at my room

In the example (a) the word *in* should be replaced with *for* since it explain about the duration of time. Sentence (b), (c), (d) and (e) the word *in* should be used instead of *from* and *at*. Different from addition errors, in which the unnecessary item appears in an utterance, misformation errors occur because the item supplied is incorrect, in the examples above are misformed. Here is the revised version for each misformation error in those examples.

- a. I had cried for 7 day
- b. I was born in a small family
- c. She is my friend in the class
- d. I live in simple house
- e. I like study in my room.

#### 4. Misordering

The fourth type of errors in surface strategy taxonomy is misordering error. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The following examples are data of misordering errors.

- a) My house and school is beside
- b) In my school new, I meet good friends
- c) I want to go home back
- d) In holiday, I to go beach with my friends

In the sentence (a) the word *school* should be placed in the last order. While in the example (b), the students put the word *new* after *school* which make it incorrect. The students also placed the word *back* incorrectly as in example (c). In the sentence (d), the word *to* should be placed after the verb *go*. The words above are misordering errors which must be in the right place in word order. Here is each revised version for the misordered items in those examples.



- a) My house is beside the school
- b) In my new school, I meet good friends
- c) I want to go back home
- d) In holiday, I go to beach with my friends

After obtaining the data from the students' task, then the researcher identified the errors and classified them based on Surface Strategy Taxonomy. They are: omission, addition, misinformation, and misordering. Then, classifying the types of errors and determined the frequency of them. The total numbers of errors are 61 items which can be described as follows:

**Table 06**  
**Total Numbers of Errors**

No	Kind of Errors	Total
1.	Misformation	29 Items
2.	Addition	18 Items
3.	Omission	10 Items
4.	Misordering	4 Items
Total		61 Items

Based on the result of the research above, the highest error made by the students is misinformation error while the lowest error made by the students in using narrative text is misordering.

### C. Discussion

After collecting the data from the students, the researcher analyzed 25 data from the tenth grade of senior high school at Senior High School 1 Seputih Agung which contain error in preposition of time and place. Based on the finding of this research, it could be concluded that the students produced four types of error, there are: omission, addition, misformation, and misordering. It is supported by Dulay, who classifies error into omission, addition, misformation and misordering.<sup>1</sup> Based on some theories above, it can be concluded that it is possible for students to make some errors. In this research the researcher analyzed the students' errors based on Surface Strategy Taxonomy that consists of four subtypes, they are omission, addition, misformation, and misordering by Dulays' theory.

Based on result of the research, the researcher found that the students produced some types of error, there were: omission (10 errors), addition (18 errors), misformation (29 errors) and misordering (4 errors). It can be concluded that the highest error made by the students based on surface strategy taxonomy is misformation with 29 error items and the lowest error happened in misordering with only 4 errors. This finding in line with Pura, who analyzed students' Error in Using Preposition in Writing at the First Grade of SMA 3 Unggulan Martapura OKU Timur. She found that the highest percentage in misformation errors and the

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<sup>1</sup> Heidi Dulay, Marina Burt and Stephen Krashen. *Language Two*, (New York: Oxford University Press),p.146

lowest percentage in misordering. It means that the most errors happened in Misformation.<sup>2</sup>

According to Dulay, misformation errors occur because the learner uses the wrong form of the morpheme or structure. The learner supplies something, although it is incorrect.<sup>3</sup> It can be concluded that the student made misformation errors in preposition of place because they lack of knowledge, they did not master the use of preposition well. So, they failed to use the appropriate preposition in their sentences.

In this research, the students committed many errors not only in misformation but also addition errors. The students made addition errors because they might think that those items were not preposition. For example, the students wrote “When until now I sit in senior high school.” In this case, *when* is not preposition. *When* classified into adverb, conjunction, pronoun and noun.

That is why, they supplied a form of been in front of item which should not appear in well-formed utterance. The researcher also found omission error in this research as we know that Omission error is characterized by the absence of an item in a well-formed utterance. In this case, the students still face problem in the

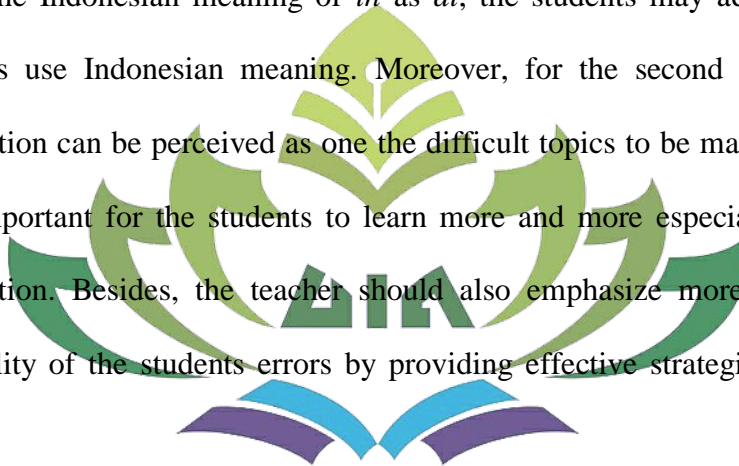
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<sup>2</sup> Novi Willia Pura, 2011, *An Analysis Of Students' Error In Using Preposition In Writing At The First Grade Of Sman 3 Unggulan Martapura Oku Timur*. Lampung University. Bandar Lampung

<sup>3</sup> Fungki Maramis, *Preposition Error Found in the Descriptive Text Writings on Mei 2013 Edition*, Bachelor Thesis in English Education Study Program Faculty of Teacher Training and Education Widya Mandala Catholic University of Surabaya, p.viii

preposition of place. The last errors made by students are misordering error. Misordering error is characteristic by incorrect placement of a morpheme or a group morpheme or word utterance. In this case the students made errors because they do not understand how to place preposition.

Based on these result, it is clearly showed that the students still make many errors in English Writing. Most of the error happened in putting preposition *in*. Since the Indonesian meaning of *in* as *di*, the students may add *in* because the students use Indonesian meaning. Moreover, for the second language learner, preposition can be perceived as one the difficult topics to be mastered. Therefore, it is important for the students to learn more and more especially in the use of preposition. Besides, the teacher should also emphasize more in reducing the possibility of the students errors by providing effective strategies and materials.



## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

This chapter presents conclusion and suggestion of the researchin analyzing students' error in using prepositionin narative text based on Surface Strategy Taxonomy.

#### **A. Conclusion**

This study is aimed at findingthe Error of Using Preposition in Writing Recount Text at The Second Semester of The Tenth Grade of Senior High School 1 Seputih Agung. Based on the data, it can be concluded that the type of error committed by the students in using preposition based on surface strategy taxonomy involves all four of error types, omission, addition, misformation and misordering.The total numbers of errors are 61 items which can be described as follows:

- a) The number of omission error were 10 items
- b) The number of addition error were 18 items
- c) The number of misformation error were 29 items
- d) The number of misordering error were 4 items

## **B. Suggestion**

Based on the findings of this research, the researcher would recommend for English teacher and students as follow:

### **1. The English teachers**

By knowing, the students' errors can give benefit as feedback in teaching learning process in the classroom because through the error analysis they can know the students' progress in learning English. So it can be used to evaluate and as consideration to choose the suitable technique to teaching grammar and writing in future. The teacher should inform types of the errors which made by the students and explain the part of the errors based on Surface Strategy Taxonomy. These are: omission error, addition error, misformation error, and misordering error and other errors so that the students may realize what kind of errors they commit. It may give them motivation in learning English mastering more. Another thing that the English teacher may do is giving remedial session to teaching writing. Especially the writing errors that most students made.

### **2. The students**

The researcher hopes the students increase their effort in learning grammar and they have to be accustomed to learn English writing skill when they are in the classroom or in their house. Another suggestion for the students is they may read English articles because it can improve the students' knowledge in understanding

about grammar especially in using English preposition of place in order to solve the students' problems and students' errors.

### 3. For the Researcher

It is necessary to other researcher to conduct further research with the same object and different perspective in other grammatical pattern of English because many students have lack of grammar. Then, the researcher recommended to conduct and concern the research about another types of error analysis in English tenses.



## **APPENDICES**





## Appendix 1

### Data of Sample (Sample of the Research) Class : X 4

No.	Name	Score	Class	Description
1.	A O	50	X 4	Female
2.	A	50	X 4	Male
3.	A F	65	X 4	Male
4.	A S	75	X 4	Male
5.	A N	65	X 4	Male
6.	A	50	X 4	Female
7.	A F F	50	X 4	Male
8.	A H S	50	X 4	Female
9.	B S	70	X 4	Female
10.	D A	70	X 4	Female
11.	E R M	60	X 4	Female
12.	E P S	50	X 4	Female
13.	F F Y	50	X 4	Female
14.	I P H Y	65	X 4	Female
15.	I D P	70	X 4	Male
16.	L S	50	X 4	Male
17.	M	50	X 4	Male
18.	M	65	X 4	Male
19.	M. A A	50	X 4	Male
20.	M. F	75	X 4	Male
21.	M. T	65	X 4	Male
22.	P R	60	X 4	Male
23.	R F	50	X 4	Female
24.	R D A	70	X 4	Female
25.	S W	50	X 4	Female

## **Appendix 2**

### **Interview Guideline for the Teacher**

The following are the interviewing guidelines in the pre-liminary research :

1. How is the students writing skill ?
2. What is the students' problem in writing descriptive text ?
3. What is the students' problem in using preposition of place ?
4. What is the error often made by students in using preposition of place in descriptive text ?
5. Why do the students often make that error ?



### Appendix 3

#### RESEARCH INSTRUCTION

Subject : English Language

Skill : Writing

Topic : Using Preposition in Writing Recount Text

Class/Semester : X/1

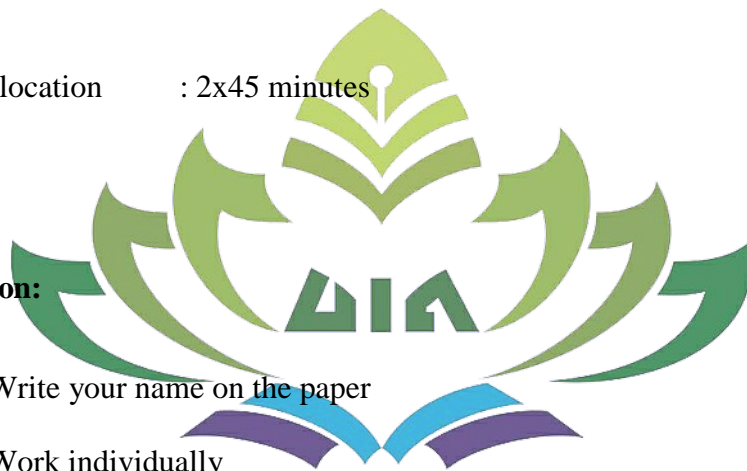
Time Allocation : 2x45 minutes

#### Inttruction:

1. Write your name on the paper
2. Work individually

#### Direction:

1. Write a recount text about your holliday!
2. Use the kinds of preposition which is used to indicate the relation of place in your writing recount text!
3. Use the kinds of preposition which is used to indicate the relation of time in your writing recount text!



## Appendix 4

### Data of Type of Error in Using Preposition in Narative

-Based on the number of sample-

No	Error sentences	Sample	Type of error
1	On my birthday in <b>16 may</b> , he was revealed his cunning	01	Misformation
2	In <b>the</b> junior high school, Im studied in SMP 2 elephant city	01	Addition
3	I cried <b>in</b> 7 day	01	Misformation
4	I started my first <b>playgroup Ibnu</b> Rasyd	02	Omission
5	During <b>in</b> the playgroup, I have many friend	02	Addition
6	<b>In my new school place</b> , I have alot of experience	03	Misformation
7	I entered <b>in the</b> class	03	Addition
8	Because i intered <b>in</b> the executive class	03	Addition
9	In order to enter <b>in</b> high school that I want	04	Addition
10	I was born <b>in 24 May</b> 2000	05	Misformation
11	When <b>I am are</b> in the first class, I am very difficult to make friends	05	Misformation
12	I went <b>on in</b> junior high school	06	Addition
13	Where to <b>go we</b> are always think	06	Misformation
14	We are very familiar <b>until at anytime</b>	07	Addition
15	I continue <b>in</b> SMA	07	Misformation
16	I was born <b>from</b> a small family	08	Misformation
17	<b>When until now</b> I sit in senior high school	08	Addition
18	<b>At the start in</b> high school, I also keep keep following my activities	08	Misformation
19	I was able to win the 2nd <b>at</b> the district level	08	Misformation
20	I will <b>continue university</b>	09	Omission
21	My house is <b>far school</b>	010	Omission
22	I like playing football <b>in front my</b> house	010	Omission
23	My class <b>next to</b> library	011	Omission
24	She is my friend <b>at the</b> class	011	Misformation
25	My house and school <b>is beside</b>	012	Misordering
26	I live <b>at</b> simple house	012	Misformation
27	I study <b>at</b> senior high school	012	Misformation

28	I like study <b>at</b> my room	012	Misformation
29	<b>In</b> weekend, I go to beach	013	Misformation
30	<b>In</b> everymorning, i help my mother	013	Addition
31	I like watching movie <b>on</b> my room	013	Misformation
32	I was born <b>on</b> simple family	014	Misformation
33	And <b>at the start in</b> high school, I like study with my friend	014	Addition
34	I am second place <b>at</b> the school competition	014	Misformation
35	When i <b>am are</b> in first class, I meet first love	015	Addition
36	I went <b>on in</b> junior high school	015	Misformation
37	I very familiar <b>where go</b>	015	Omission
38	<b>until at any time</b> we passed SMP	015	Misformation
39	Now I continue <b>in</b> senior high school	015	Misformation
40	I started my <b>education Ibnurusyd</b>	016	Omission
41	I study in my <b>school new</b>	016	Misordering
42	Here i intered <b>in</b> the class	016	Addition
43	I entered <b>in</b> high school that i want	016	Addition
44	The first time I <b>going scholl</b>	017	Omission
45	<b>In when</b> I study junior high school	017	Addition
46	I born <b>at</b> way jepara	018	Misformation
47	At <b>village i</b> born	018	Addition
48	<b>During</b> I small, i like playing football	018	Misformation
49	<b>From since</b> playgroup, i live with my aunt	019	Addition
50	Since playgroup <b>to now</b> , I study hard	019	Misformation
51	I went <b>to</b> home	020	Misformation
52	My <b>father from</b> java	020	Omission
53	I want to <b>go home back</b>	021	Misordering
54	<b>In</b> I hope I will sucess	022	Addition
55	I <b>live</b> Lampung Tengah	022	Omission
56	I visit <b>to</b> museum	023	Addition
57	I waiting <b>to</b> my friend	023	Misformation
58	I arrive <b>in</b> home in night	024	Misformation
59	My holiday, I <b>to go</b> beach with my friend	024	Misordering
60	We come <b>on</b> the school	025	Misformation
61	<b>On</b> the first time, I am shy	025	Misformation

## Appendix 5

### Data of Type of Error in Using Preposition in Narative

-Based on the type of error-

#### Omission

No	Error sentences	Sample	Type of error
1	I started my first <b>playgroup Ibnu</b> Rasyd	02	Omission
2	I will <b>continue university</b>	09	Omission
3	My house is <b>far school</b>	010	Omission
4	I like playing football <b>in front my</b> house	010	Omission
5	My class <b>next to</b> library	011	Omission
6	I very familiar <b>where go</b>	015	Omission
7	I started my <b>education Ibnurusyd</b>	016	Omission
8	The first time I <b>going scholl</b>	017	Omission
9	My <b>father from</b> java	020	Omission
10	I <b>live</b> Lampung Tengah	022	Omission

#### Addition

No	Error sentences	Sample	Type of error
1	In <b>the</b> junior high school, Im studied in SMP 2 elephant city	01	Addition
2	During <b>in</b> the playgroup, I have many friend	02	Addition
3	I entered <b>in the</b> class	03	Addition
4	Because i intered <b>in</b> the executive class	03	Addition
5	In order to enter <b>in</b> high school that I want	04	Addition
6	I went <b>on in</b> junior high school	06	Addition
7	We are very familiar <b>until at anytime</b>	07	Addition
8	<b>When until now</b> I sit in senior high school	08	Addition
9	<b>In</b> everymorning, i help my mother	013	Addition
10	And <b>at the start in</b> high school, I like study with my friend	014	Addition
11	When i <b>am are</b> in first class, I meet first love	015	Addition
12	Here i intered <b>in</b> the class	016	Addition
13	I entered <b>in</b> high school that i want	016	Addition
14	<b>In when</b> I study junior high school	017	Addition
15	At <b>village i</b> born	018	Addition

16	<b>From since</b> playgroup, i live with my aunt	019	Addition
17	<b>In</b> I hope I will sucess	022	Addition
18	I visit <b>to</b> museum	023	Addition

### Misformation

No	Error sentences	Sample	Type of error
1	On my birthday in <b>16 may</b> , he was revealed his cunning	01	Misformation
2	I cried <b>in</b> 7 day	01	Misformation
3	<b>In my new school place</b> , I have alot of experience	03	Misformation
4	I was born <b>in 24 May</b> 2000	05	Misformation
5	When I <b>am are</b> in the first class, I am very difficult to make friends	05	Misformation
6	Where to <b>go we</b> are always think	06	Misformation
7	I continue <b>in</b> SMA	07	Misformation
8	I was born <b>from</b> a small family	08	Misformation
9	<b>At the start in</b> high school, I also keep keep following my activities	08	Misformation
10	I was able to win the 2nd <b>at</b> the district level	08	Misformation
11	She is my friend <b>at the</b> class	011	Misformation
12	I live <b>at</b> simple house	012	Misformation
13	I study <b>at</b> senior high school	012	Misformation
14	I like study <b>at</b> my room	012	Misformation
15	<b>In</b> weekend, I go to beach	013	Misformation
16	I like watching movie <b>on</b> my room	013	Misformation
17	I was born <b>on</b> simple family	014	Misformation
18	I am second place <b>at</b> the school competition	014	Misformation
19	I went <b>on in</b> junior high school	015	Misformation
20	<b>until at any time</b> we passed SMP	015	Misformation
21	Now I continue <b>in</b> senior high school	015	Misformation
22	I born <b>at</b> way jepara	018	Misformation
23	<b>During</b> I small, i like playing football	018	Misformation
24	Since playgroup <b>to now</b> , I study hard	019	Misformation
25	I went <b>to</b> home	020	Misformation
26	I waiting <b>to</b> my friend	023	Misformation
27	I arrive <b>in</b> home in night	024	Misformation
28	We come <b>on</b> the school	025	Misformation
29	<b>On</b> the first time, I am shy	025	Misformation

### Misordering

No	Error sentences	Sample	Type of error
1	My house and school <b>is beside</b>	012	Misordering
2	I study in my <b>school new</b>	016	Misordering
3	I want to <b>go home back</b>	021	Misordering
4	My holiday, I <b>to go</b> beach with my friend	024	Misordering

